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ABSTRACT

This report presents results from a 3-year evaluation of the Title I "Success for All" (SFA) schoolwide program being implemented at four elementary schools in the Fairbanks North Star Borough School District, Alaska. SFA meets the criteria of Title I regulations and has a strong reading component with frequent assessments of student progress, individual tutoring, family support, and staff development. The evaluation looks at overall statistical profiles of the Title I schools and overall national percentiles on the California Achievement Test. Parent surveys studied attitudes toward SFA. Results of the evaluation show that Success for All is well-implemented at one school, where students are making good progress in reading. Reading scores at another SFA school are acceptable, but in two of the four schools, reading scores are surprisingly lower than expected. At one of these schools, the staff has implemented the SFA program so successfully that the school has been made a demonstration site, so the low reading scores are especially unexpected. Recommendations are made for future evaluations of SFA schools. Three appendixes contain statistical profiles of the four schools, tables of results from the parent survey, and written comments from the parent surveys. (Contains 46 tables and 9 figures.) (SLD)

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Success For All:
An Evaluation of the Title I Program at Four Elementary Schools

1995-96 through 1997-1998

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Table of Contents

Executive Summary iii

Introduction 1

Background 1

Implementing *Success For All* 5

Results of Standardized Achievement Tests 6

Student Attendance and Mobility 18

Results from Parent Surveys from the 1995-96 school year 21

Discussion of Results 24

Summary and Recommendations 27

Appendix A - Statistical Profiles of Title I Schools/Test Score Analyses 1-33

Appendix B - Tables of results from the 1995-96 Parent Survey 1-10

Appendix C - Written comments from parent surveys 1-28

Executive Summary

This report presents results from a three year evaluation conducted on the Title I *Success For All* (SFA) schoolwide program. The program is currently being implemented at Anderson, Arctic Light, Barnette, and Hunter Elementary Schools.

At the end of the 1994-95 school year, school staff at the four schools voted to implement the SFA schoolwide program beginning in 1995-96. New Title I legislation allowed for schools who met the 50% poverty criteria to opt for a schoolwide program rather than a program which targeted only the low-achieving students in the school. SFA met the criteria required by Title I regulations. It has a strong reading component using research-based effective practices, frequent assessments of student progress, individual tutoring, family support, and staff development... and all of this under the thematic umbrella of "relentlessness" in having each student achieve success in reading.

The evaluation looks at overall statistical profiles of the Title I schools, overall national percentile on the Total Reading Score from the California Achievement Test (CAT). Annual matched test scores for students who attended each SFA school the entire school year are presented. The total reading score from the CAT is made up of a vocabulary subtest and a reading comprehension subtest.

Results of the evaluation show that at the end of year three, *Success For All* is well-implemented at Anderson Elementary, and students are making good progress in reading as measured by the California Achievement Test. Arctic Light is implementing SFA to a lesser degree, but reading scores are acceptable. At both Barnette and Hunter, reading scores are surprisingly lower than expected. Reports from Johns Hopkins have indicated that Barnette is implementing all components of the program, but not as completely and successfully as they could. At Hunter, the staff is so successfully implementing SFA that Johns Hopkins has made it a demonstration site for the program. With a high level of implementation it is surprising that test results show so many students performing below average on the district's measure of basic reading skills.

Not all student data has yet been analyzed. Students at SFA schools are assessed every eight weeks to ensure they are placed at an appropriate instructional level. Additionally, students have been given two other measures of reading achievement: the Durrell Analysis of Reading Difficulty (for first graders and some second graders) and the Gates MacGinitie Reading Test (for students in grades 2-6). Those results will be compiled and presented when the Title I staff return.

Several recommendations have been included in this report. It is recommended that input be collected from school staff and parents at the four SFA schools. Also recommended is support for the Title I program in analyzing the large amounts of assessment data being collected by their staff. The final recommendation is that program administrators continue to explore other options for delivering Title I services.

Success For All: An Evaluation of the Title I Program at Four Elementary Schools 1995-96 through 1997-1998

Introduction

Four elementary schools in the Fairbanks North Star Borough School District are implementing *Success For All* schoolwide projects, funded by the federal Title I (formerly Chapter I) program. The four schools involved in *Success For All* are Anderson Elementary School located on Eielson Air Force Base, Arctic Light Elementary School located on Fort Wainwright Army Post, Barnette Elementary School located in the downtown area, and Hunter Elementary, also located in downtown Fairbanks. This report is an evaluation of the past three years in which the Title I schools have offered the *Success For All* schoolwide program.

Success For All is a schoolwide program in which all students and instructional staff in the buildings actively participate in reading instruction. It restructures the school day around 90 minute time blocks dedicated to instruction in reading. Students are placed in reading groups based on assessments of their current reading level in order to ensure that the instruction and materials are best suited to meet their needs. Thus, a third grader might attend a reading class with a mix of third- fourth- and fifth graders. And a sixth grader might be reading with a group consisting of predominantly fourth graders. The idea behind this "grouping by level" is to find the most appropriate match between what each student needs and what the SFA curriculum delivers.

Background

Success For All, like other schoolwide programs, differs from the "targeted assistance" model of providing Chapter I reading instruction. The targeted assistance model provided extra reading instruction to those students who were identified as reading below their grade level.

usually at or below the 40 percentile, and from schools with high percentages of poverty. Under a schoolwide program, every student in the school participates in Title I regardless of their individual reading ability. Under the old model, identified students were provided supplemental reading instruction with a Chapter I reading assistant. The move toward integrating special services for students who were enrolled in various district programs (such as bilingual, Alaska Native Education, and Title I) began bringing reading assistants into classrooms to work with students in the Chapter I program.

The shift toward providing services under a schoolwide program in our district came about due to a number of circumstances. The new Title I legislation lowered the minimum poverty level at which a school could provide a schoolwide program from 75% poverty to 50% poverty. Schools not previously eligible to participate in a schoolwide Title I program now had the option of choosing the schoolwide, rather than the targeted assistance, model of program delivery if the 50% poverty criteria was met.

The revised Title I legislation required schools to select a program that was research-based, with documented evidence of the program's effectiveness. Two other conditions had to be met for a schoolwide program. It had to 1) support reform strategies that increased the amount of learning time *and* the quality of learning time and 2) the schoolwide program needed to provide an enriched, accelerated curriculum for all students in the school. SFA seemed to have all the right stuff: a strong reading component using research-based effective practices, frequent assessments of student progress, individual tutoring, family support, and staff development... and all of this under the thematic umbrella of "relentlessness" in having each student achieve success in reading.

In Fairbanks, our district's Title I program shifted from providing reading assistance to targeted low-achieving students at eight elementary schools to providing schoolwide programs at the four schools with the highest percentage of students eligible to receive free or reduced breakfast and lunch. (Eligibility for free and reduced breakfast and lunch is a widely accepted

measure of "socio-economic" status.) As an overview of the four SFA schools across the years, Table 1 in Appendix A presents school level information on attendance, mobility, percent poverty, percent non-white ethnicities, and percent learning disabled students in each school's overall population (*Source: district reports*). These demographics are presented for the three years in which SFA programs have been implemented and the three years prior, when each of the schools operated Chapter I targeted assistance programs. A breakdown of the percent of school populations who are eligible to receive free and reduced lunch can be found on page 2 in Appendix A. As shown in the table, Hunter, Barnette, Arctic Light, and Anderson have the highest percentage of students considered to be from low socio-economic households.

Correlation between poverty and achievement in our district. Placing federally funded Title I programs in public schools is not based on the number or percent of a school population which is under-achieving in reading. Instead, a common indicator is the percent of students who can be described as "low income." Research has shown that students of low socio-economic status have lower academic achievement. We analyzed our own district's populations using both the free and reduced lunch codes from the student records system and the 1998 CAT total reading score. Results show that in general, the correlation between low income and lower student achievement does exist. Results of an analysis of the overall mean NCE reading score with indicators of poverty status shows the following results for our district in 1998:

Socio-economic status of the students	Number of students with a Spring 98 reading test score	Mean NCE on the 1998 Total Reading Score
Eligible for free lunch	1364	48.23
Eligible for reduced lunch	682	53.30
Not eligible for free or reduced lunch	5801	59.83
Total districtwide	7847	57.24

This information verifies what past research has shown – in general, students coming from poorer homes have lower overall reading achievement than other students. Our analysis went one step further to look at each of the SFA schools. Results appear below.

Number of Students with a Spring 98 Total Reading Score and the Mean NCE by level of socio-economic status				
Socio-economic status of the students	Anderson	Arctic Light	Barnette	Hunter
Eligible for free lunch	n=23 54.30	n=75 49.55	n=109 40.20	n=86 42.15
Eligible for reduced lunch	n=29 57.90	n=71 46.44	n=24 44.88	n=14 46.50
Not eligible for free or reduced lunch	n=61 54.51	n=97 55.28	n=104 48.02	n=66 51.45
Total schoolwide	n=113 55.34	n=243 50.93	n=237 44.11	n=166 46.22

The relationship between low socio-economic status and lower student achievement is evident at Hunter and Barnette, where the discrepancy between students who qualify for free lunch and those who do not is nearly 10 points. The pattern is not evident at Arctic Light, where the average NCE reading score is higher for those qualifying for free lunch than those qualifying for reduced (which indicates a higher family income than for those who qualify for free). The population of students on the base and post (and especially Eielson AFB) are not the same as the

students from low-income families living in downtown Fairbanks. Mostly this is due to the issue of housing -- families in the military may have low incomes, but their housing is provided. Although Title I regulations specify locating programs in schools with the highest percent of students from low income families, there may be other schools in our district with a higher number of students with low achievement in reading. As we discuss the results of the SFA program in the four schools, it is important to keep in mind the uniqueness of each school community and the population of students each school serves.

Implementing *Success For All*

In the spring of 1995, staff at Anderson, Arctic Light, Barnette, and Hunter voted to use SFA as a research-based model with proven results in raising reading achievement and increasing parent involvement. Research studies had shown promising results with SFA in the areas of both reading achievement and family involvement *(Effective Programs for Students at Risk, Slavin, Karweit and Madden, 1986).*

The schools began implementing Success for All in the 1995-96 school year. Staff participated in many hours of training with experts from the Johns Hopkins program. Regular "implementation checks" were conducted by Johns Hopkins staff who made site visits followed up with written reports describing what was working well and suggestions for improvements.

A status report prepared in January of 1997 by the district's past director of special programs summarized the SFA program the following way.

> "The goal of *Success For All* is to provide all students with learning experiences that enable them to attain reading proficiency at or above grade level by third grade and to maintain that success through the elementary grades. Achieving this goal provides all students with the foundation they need to succeed in the later grades and leads to higher rates of graduation from high school, improved literacy at all levels, and greater opportunities for success in adulthood. Aspects of SFA differ from site to site, depending on needs and resources, but there exists a common set of components in place in all four of our schools. Components focus

on two main beliefs. Students need to be successful the first time they are taught. Schools should organize all possible resources to ensure success."

At the end of 1997-98, implementation of SFA has been so successful at Anderson and Hunter that the two schools have been selected as demonstration sites for the program. Already, personnel from other school districts have visited and observed the SFA program in Fairbanks.

Has successful program implementation resulted in increased reading achievement for students who attend SFA schools? The most consistent measure we have with which to answer this question is results from the district's standardized norm-referenced California Achievement Test. The following analyses present results on how students at SFA schools are currently performing on the CAT, and includes student achievement data from prior years, gain score analyses for matched students, and information on student performance for those who began the school year either below grade level, in the average range for their grade level, or above grade level.

Although our discussion focuses on results from the California Achievement Test, it is important to know that students in SFA are regularly assessed in other ways as well: with quarterly assessments provided by the SFA program, by the Durrell Analysis of Reading Difficulty (for first graders and some in-coming second graders), and the Gates-MacGinitie Reading test (for students in grades 2-6). At the time of this writing, test results for individual students had been entered into a computerized data base, but each school's summary reports from the 1997-98 school year were not yet available. Those results can be analyzed in depth when the Title I program staff return.

Results of Achievement Test Scores

Tables 3 through 7 in Appendix A present six years of standardized achievement test data for students in the SFA program. The national percentiles found in the tables have been graphed

and appear on pages 5-15 in Appendix A. The first four line graphs show results for individual SFA schools. The next five line graphs show average reading test scores by grade level.

What do Achievement Test Scores Show? The achievement test scores show favorable results at Anderson, acceptable results at Arctic Light, and surprisingly low results at Barnette and Hunter. This is true for nearly all grade levels tested. However, overall schoolwide percentile scores provide information on the achievement of ***all*** students who took the test in April, regardless of the number of days they were enrolled. Mobility rates approach nearly 40% at Hunter and Barnette, so it is critical for this evaluation that we look at data for the group of students who remained at the same school the entire school year. We refer to these as "matched" students, and we can compute from one year to the next the difference in reading test scores (for example, from 1995 to 1996, from1996 to 1997, and from 1997 to 1998) to determine if a gain or loss occurred. The number of matched students included in the evaluation for each school and grade level appears in Table 8 (Anderson, 426 students, Arctic Light 355, Barnette 498, and Hunter 427). These numbers represent annual matched students, not matched students across all three years.

An analysis of achievement for "matched" students is a much more reliable way to evaluate test data for students in the program than are overall percentiles. This is because when the mobility factor is removed, changes in student performance for those who are enrolled at the same school the entire year can more confidently be attributed to effects of the program. Also, using matched students enrolled all year removes from the evaluation those students who, for example, spent too short a time in the school to have received direct program benefits. The matched sample analysis begins on page 8. The gain score analyses are located on pages 14-17 and present results for each of the three SFA years. Additional tables of results from the matched student analysis appear in Appendix A, pages 16 through 33.

An analysis of the percent of students tested and included in the test results shows that in spring of 1995, Barnette tested 84.1% of its population. That number increased to 93.2% in

spring 1996 and to 96.4% in the spring of 1997. At Hunter, 88.2% of the schoolwide population (in grades 2-6) took the CAT in spring of 1995. That percent increased to 89.5% in spring 1996 and to 95.3% in spring 1997. Did the increase in numbers of students tested include more of the special needs children at these two schools? An analysis of the number of special needs students included in the test results over the past three years is shown below. By special needs students, we mean all students receiving special education services other than GT.

Number of special needs students included in the test results

School	1995-96	1996-97	1997-98
Anderson/Pen	46	42	12 (grd 2 only)
Arctic Light	21	28	30
Barnette	40	54	59
Hunter	41	48	35

The number of special needs students included in the test results shows a slight increase at Arctic Light, a larger number at Barnette in 96-97 and 97-98, and fewer special needs students included at Hunter in 97-98 than in previous years.

Do test scores indicate the SFA program is more effective for some students than for others? Tables 9 through 19 on pages 17-27 in Appendix A show the number of matched students in three reading score categories: those scoring below grade level based on percentile scores of 1-40, those scoring at an average grade level range based on percentile scores of 41-59, and those who scored between the 60-99 percentiles, which can be considered above average for their grade level. The *total reading score* from the California Achievement Test was used in each of the three SFA implementation years. The total reading score is composed of two subtests: vocabulary and reading comprehension. Data has been summarized across all three years of the program for each school. Specific data for students in different grade levels can be found in tables 20 to 22 (pages 28-33 in Appendix A).

The analysis which follows is based on three years of annual data, matching student results from one year to the next. An optimal comparison of program effects would be with students who can be matched across all three years of the program rather than just year to year. However, so few students per grade level had received the SFA program across all three years that such an evaluation was not possible. Still, the annual summaries across three years provide useful information about the program's effectiveness with students at three reading level categories: those students whose scores were below average for their grade level, those whose scores were in the average range for their grade level, and those students scoring above average for their grade level.

Results for students below, at, and above grade level. The tables on the following four pages summarize the movement of students into and out of reading level categories based on standardized achievement test scores in reading. For these analyses, students with national percentile scores between 1-40 are considered below average for their grade level, those with national percentile scores ranging from 41-59 are considered average for their grade level, and those with national percentile scores between 60-99 who are considered above average for their grade level. These cut-off scores are based on a comparison between percentile scores and stanines (a scale in which scores are distributed across nine equal units, with a mean of 5 and standard deviation of 2). This information has its limits in that it only summarizes student achievement for groups of students, and cannot begin to explain the reasons why test scores went up or down for individual students.

Three Year Analysis of Student Achievement in Reading
Annual Matched Samples

Anderson Elementary School				
Movement of students to above, at, or below average categories based on the CAT total reading score	1995-96 (n=214)	1996-97 (n=212)	1997-98	3-year total (n=426)
Reading score WENT UP from being: 1) at grade level to above grade level or 2) from below grade level to either at or above grade level	38 (17.8%)	26 (12.3%)	N/A	64 (15.0%)
Reading score STAYED within the same range (below average, average, or above average)	145 (67.8%)	156 (73.6%)	N/A	301 (70.7%)
Reading score WENT DOWN from being: 1) at grade level to below grade level or 2) from above grade level to either at or below grade level	31 (14.5%)	30 (14.2%)	N/A	61 (14.3%)

* for a breakdown of number of students by grade level, please see pages 17 to 22 in Appendix A.

Results from Anderson across all three years of the program show that the majority of students (70.7%) stayed within their same reading level category. Nearly the same number of students had scores go up (15.0%) as decline (14.3%). In other words, if students were either below or above grade level coming into the program, they tended to remain so, even if they were enrolled in the program the entire school year. If students began the year in the average range for their grade level, they tended to remain in the average range. These results look at year-to-year comparisons, not comparisons based on students in the program across all three years.

Three Year Analysis of Student Achievement in Reading
Annual Matched Samples

Arctic Light Elementary School				
Movement of students to above, at, or below average categories based on the CAT total reading score	1995-96 (N=112)	1996-97 (N=131)	1997-98 (N=112)	3-year total (N=355)
Reading score WENT UP from being: 1) at grade level to above grade level or 2) from below grade level to either at or above grade level	18 (16.1%)	24 (18.3)	21 (18.8%)	63 (17.7%)
Reading score STAYED within the same range (below average, average, or above average)	74 (66.1%)	79 (60.3%)	72 (64.3%)	225 (63.4%)
Reading score WENT DOWN from being: 1) at grade level to below grade level or 2) from above grade level to either at or below grade level	20 (17.9%)	28 (21.4%)	19 (17.0%)	67 (18.9%)

* for a breakdown of number of students by grade level, please see pages 17 to 22 in Appendix A.

Results for Arctic Light across all three years of the program show that slightly more students had reading scores go down (18.9%) than improve (17.7%). The majority of students (63.4%) stayed within their same reading level category. In other words, if students were below grade level coming into the program, they tended to remain below grade level, even if they were enrolled in the program the entire school year. If students began the year in the average range for their grade level, they tended to remain in the average range. These results look at year-to-year comparisons, not comparisons based on students in the program across all three years.

Three Year Analysis of Student Achievement in Reading
Annual Matched Samples

Barnette Elementary School				
Movement of students to above, at, or below average categories based on the CAT total reading score	1995-96 (n=159)	1996-97 (n=184)	1997-98 (n=155)	3-year total (n=498)
Reading score WENT UP from being: 1) at grade level to above grade level or 2) from below grade level to either at or above grade level	19 (11.9%)	30 (16.3%)	24 (15.5%)	73 (14.7%)
Reading score STAYED within the same range (below average, average, or above average)	117 (73.6%)	120 (65.2%)	103 (66.5%)	340 (68.3%)
Reading score WENT DOWN from being: 1) at grade level to below grade level or 2) from above grade level to either at or below grade level	23 (14.5%)	34 (18.5%)	28 (18.1%)	85 (17.1%)

* for a breakdown of number of students by grade level, please see pages 17 to 22 in Appendix A.

Results for Barnette across all three years of the program shows slightly more students had reading scores go down (17.1%) than improve (14.7%). The majority of students (68.3%) stayed within their same reading level category. In other words, if students were below grade level coming into the program, they tended to remain below grade level, even if they were enrolled in the program the entire school year. If students began the year in the average range for their grade level, they tended to remain in the average range. These results look at year-to-year comparisons, not comparisons based on students in the program across all three years.

Three Year Analysis of Student Achievement in Reading
Annual Matched Samples

Hunter Elementary School				
Movement of students to above, at, or below average categories based on the CAT total reading score	1995-96 (n=154)	1996-97 (n=160)	1997-98 (n=113)	3-year total (n=427)
Reading score WENT UP from being: 1) at grade level to above grade level or 2) from below grade level to either at or above grade level	24 (15.6%)	17 (10.6%)	14 (12.4%)	55 (12.9%)
Reading score STAYED within the same range (below average, average, or above average)	98 (63.6%)	108 (67.5%)	77 (68.1%)	283 (66.3%)
Reading score WENT DOWN from being: 1) at grade level to below grade level or 2) from above grade level to either at or below grade level	32 (20.8%)	35 (21.9%)	22 (19.5%)	89 (20.8%)

* for a breakdown of number of students by grade level, please see pages 17 to 22 in Appendix A.

Results from Hunter across all three years of the program shows more students had reading scores go down (20.8%) than improve (12.9%). The majority of students (66.3%) stayed within their same reading level category. In other words, if students were below grade level coming into the program, they tended to remain below grade level, even if they were enrolled in the program the entire school year. If students began the year in the average range for their grade level, they tended to remain in the average range. These results look at year-to-year comparisons, not comparisons based on students in the program across all three years.

Gain score analysis. The following three pages present the gain score analysis for matched students at each of the four SFA schools. In this analysis, "matched students" are those who had a reading test score in both of the comparison school years, and who were enrolled in the school for the 180 day school year (for example, they were enrolled at Arctic Light for all 180 days in the 1995-96, and had reading test scores from both the spring of 1995 and the spring of 1996). Highlights of the gain score analysis appears below for each of the three years. The tables on the next three pages show the average test score changes for matched students for each school and grade level.

Year One of SFA (1995-96 School Year)

Several groups of students showed significant gains in the first year of SFA: third graders at both Anderson/Pennell and Arctic Light. Most performance by students was within the range of "normal growth" with no other significant gains or significant losses.

Year Two of SFA (1996-97 School Year)

As a group, the 44 third graders at Barnette who were at the school the entire year made a significant gain in reading during year two of the program. Significant losses occurred for fifth graders as a group at Barnette. Other schools and grade levels maintained normal growth, as indicated by gains and losses that are not significant.

Year Three of SFA (1997-98 School Year)

Results indicate students at Arctic Light made normal growth at all grade levels from one year to the next. At Barnette, students in grades 4 and 5 showed a significant loss in their reading scores. The 35 matched sixth graders showed a significant gain in reading scores. Third graders made normal growth. Results for the matched students at Hunter indicate normal growth for third and sixth graders, a significant gain for fourth graders, and a significant loss for fifth graders. (Anderson has no matched student results since only second graders took the CAT.)

Reading Gain Score Analyses from the Title I *Success For All* Schools - Matched Students

Explanation for tables:

N = Number of matched students.

NCE change = the average difference in test scores from one year to the next.

Sig = whether or not the difference indicated by the NCE change is statistically significant.

Year One of SFA (1995-96 School Year)

Average test score changes for matched students from 1995 to 1996												
	2nd in 1995 to 3rd in 1996			3rd in 1995 to 4th in 1996			4th in 1995 to 5th in 1996			5th in 1995 to 6th in 1996		
	N	NCE change	sig	N	NCE change	sig	N	NCE change	sig	N	NCE change	sig
Anderson												
Reading	112	+4.49	Yes	program not offered to 3rd and 4th graders								
Arctic Light												
Reading	47	+6.43	Yes	28	-2.36	No	25	-1.32	No	12	-0.42	No
Barnette												
Reading	48	+4.04	No	43	-3.98	No	35	+2.43	No	33	-4.67	No
Hunter												
Reading	36	-1.36	No	32	-3.59	No	44	+0.11	No	42	-0.12	No

Reading Gain Score Analyses from the Title I Success For All Schools - Matched Students

Year Two of SFA (1996-97 School Year)

Average test score changes for matched students from 1996 to 1997												
	2nd in 1996 to 3rd in 1997			3rd in 1996 to 4th in 1997			4th in 1996 to 5th in 1997			5th in 1996 to 6th in 1997		
	N	NCE change	sig	N	NCE change	sig	N	NCE change	sig	N	NCE change	sig
Anderson												
Reading	109	+1.95	No	program not offered to 3rd and 4th graders								
Arctic Light												
Reading	38	+0.58	No	42	-3.00	No	27	-4.26	No	24	-0.25	No
Barnette												
Reading	44	+6.32	Yes	51	+1.06	No	42	-5.48	Yes	47	-2.98	No
Hunter												
Reading	44	-1.09	No	36	-4.47	No	39	-1.38	No	41	-2.00	No

Reading Gain Score Analyses from the Title I Success For All Schools - Matched Students

Year Three of SFA (1997-98 School Year)

Average test score changes for matched students from 1997 to 1998												
	2nd in 1997 to 3rd in 1998			3rd in 1997 to 4th in 1998			4th in 1997 to 5th in 1998			5th in 1997 to 6th in 1998		
	N	NCE change	sig	N	NCE change	sig	N	NCE change	sig	N	NCE change	sig
Anderson												
Reading	Anderson returned to a K-2 school in 1997-98, thus gain scores are not available											
Arctic Light												
Reading	34	+4.00	No	27	+2.15	No	28	-2.57	No	23	-0.48	No
Barnette												
Reading	36	-1.03	No	42	-6.29	Yes	42	-7.33	Yes	35	+6.91	Yes
Hunter												
Reading	18	-2.17	No	36	+6.22	Yes	25	-5.04	Yes	34	-1.85	No

Student Attendance and Mobility

Another component of *Success For All* is active encouragement for student attendance. Each school has a facilitator who contacts the parents of absent students to encourage them to have their student in attendance. Increasing student attendance at our four schools was not as large an issue as in other places where SFA is seeming to have a positive effect in this area. The table below shows five years of data summarizing the average daily attendance rates for students who were enrolled at the same SFA school all year. A five year comparison of mobility rates are presented on the next page.

The purpose of the this analysis was to find out how much of a change had occurred in attendance and mobility rates since the implementation of *Success For All*. In general, schoolwide attendance rates do not show an increase at the SFA schools over prior years, with the exception of Barnette the past two school years.

Five Year Comparison of Student Attendance Rates for students enrolled at the school for 180 days 1993-94 to 1997-98

			Success For All		
School	% attendance 1993-94	% attendance 1994-95	% attendance 1995-96	% attendance 1996-97	% attendance 1997-98
Anderson	96.5	96.2	95.5	95.6	95.6
Arctic Light	96.4	96.6	95.8	96.0	95.7
Barnette	93.5	92.0	92.9	93.4	93.7
Hunter	94.8	94.5	94.2	93.9	93.3
Districtwide	94.9	94.4	94.3	94.5	Not yet available

Five Year Comparison of Student Mobility

1993-94 to 1997-98

School	1993-94	1994-95	1995-96	1996-97	1997-98
Anderson	19.2	24.1	26.0	23.8	24.1
Arctic Light	34.1	42.1	45.5	35.7	39.4
Barnette	38.9	35.8	34.4	38.6	32.9
Hunter	39.5	37.7	42.6	38.4	38.0
Districtwide school mobility	23.4	25.6	29.4	27.4	Not yet available

Hunter, Barnette, and Arctic Light have schoolwide mobility rates higher than the districtwide average. Anderson does not. Reducing student mobility was not a specific goal of the SFA program, but it is an interesting factor to study because benefits of a program like *Success For All* may be most evident with students who remain in the same school, thus able to benefit from the sequential skill building reading instruction the program prescribes. These figures represent school mobility rates, not the districtwide mobility rate which counts the number of students who are in the district 180 days (even though they may have changed schools). These mobility rates, such as 45.5% for Arctic Light and 42.6% for Hunter (see 1995-96), present a challenge to school staff who must continually assess new students and place them as soon as possible in the appropriate reading level.

In addition to initial placement in reading levels, the *Success For All* program requires that staff regularly assess every student, and the frequency of assessment allows for placement adjustments in reading groups. Regular assessment also helps ensure that no student falls through the cracks. In fact, literature provided by the Johns Hopkins program indicates that the numbers of special education resource students identified as learning disabled actually decline with SFA because all students receive instruction at their appropriate reading level. Tutorial support is offered, mostly to first graders who need extra assistance, as a supplement to reading group instruction.

Other Issues

Students identified as learning disabled. SFA has been shown to help reduce the number of students identified as learning disabled, in part due to appropriate placements where students can experience success with materials at their reading level. We looked at changes in the numbers of students identified as learning disabled at the four schools. The table below presents six years of data regarding the percent of the schoolwide population identified as receiving special education for a learning disability. The analysis shows a drop in the number of students identified as learning disabled over the three years that the schools have implemented the SFA program.

Number and Percent of Students Identified as ***Learning Disabled*** at SFA Schools										
School Year	Anderson		Arctic Light		Barnette		Hunter		N and % of Student Enrollment	
	N	%	N	%	N	%	N	%		
1992-93	50	6.9%	n/a	n/a	34	6.4%	57	13.6%	141	8.4%
1993-94	39	5.3%	40	6.0%	36	7.2%	55	14.1%	170	7.4%
1994-95	29	3.9%	40	6.6%	38	6.9%	46	10.3%	153	6.5%
1995-96	17	2.2%	19	3.8%	27	5.3%	44	10.0%	107	4.8%
1996-97	18	2.3%	12	2.3%	31	5.8%	34	8.0%	95	4.2%
1997-98	7	1.5%	18	3.1%	28	5.5%	17	4.9%	70	3.6%

Source: Annual Special Education Foundation Reports prepared by the school district.

Staff Development. The district's office of special programs scheduled orientations and inservices related to the SFA schoolwide program at the end of the 1994-95 school year, and provided generous technical support during program implementation. Additionally, staff from Johns Hopkins University visited the sites once per quarter, and provided written follow-up reports to their visits. Topics covered by the quarterly reports included observed successes of tutoring sessions, grade level lessons, and use of materials. Recommendations for how to improve were as specific as keeping a tutoring log. All in all, the staff at the SFA schools were

given the training, materials, and technical support needed to successfully implement the program. Reports by Johns Hopkins staff to the Title I program indicate a greater than 90% implementation rate at Anderson and Hunter, and a lesser implementation rate at Arctic Light and Barnette (exact percent ratings were not available).

What Do Parents Say About Success For All?

At the end of the 1995-96 school year, parents at all four *Success For All* schools were mailed a survey asking them to rate their satisfaction with a variety of program components. The data was analyzed over the summer and shared with the program manager and each school facilitator at the beginning of the 1996-97 school year. This discussion is based on the tables of results located on pages 1 through 8 in Appendix B. A copy of the survey can be found on pages 9 and 10 in Appendix B. Comments transcribed from the parent surveys are presented by school, and can be found in Appendix C.

Table 23 shows responses to the statement, "I am pleased with my child's success in reading." Overall, 88.1% of parents who responded agreed with the statement, 64.2% strongly so. The highest level of agreement came from Hunter parents, where 92.5% agreed that they were pleased with their child's success in reading during the 1995-96 school year.

Table 24 presents results regarding student attendance, and the extent to which parents agreed that their child's attendance had improved during the 1995-96 school year. About 64% of parents agreed that attendance had improved. At Anderson/Pennell, fewer parents tended to agree that their child's attendance had improved due to the fact this is traditionally a school with a very high attendance rate.

Table 25 shows that more than 92% of parents agreed with the statement, "My child has a positive attitude about school." Parents were asked the extent to which their child's attitude about reading for pleasure had improved. Results appear in table 26. Nearly 85% of parents

agreed, and another 9.4% were unsure. Only 6% of parents across the four schools felt their child's attitude about reading for pleasure had not improved.

Most parents (86.1%) agreed, 67.6% strongly so, with the statement, "My child's teacher is concerned about my child's needs." About 6% disagreed, and 8.4% were not sure. These results appear in table 27.

Table 28 shows results to the statement, "I am pleased with the opportunities to be involved in making decisions about my child's education." More than 82% of parents agreed with the statement. The *Success For All* program has a strong parent involvement component, and opportunities such as volunteering in classrooms, parental input in decision making, involvement in education through literacy opportunities in math and science, in the summer Camp Cool program, and on Family Nights during the school year. Some parents (6.2%) disagreed with the statement and 11.6% were not sure.

The next statement asked parents to indicate whether they felt pleased with the effort being made by the school to inform them of school events. Results appear in table 29. Again, most respondents (91%) agreed with the statement.

Table 30 shows results from the statement, "I am pleased that the school encouraged us to read at home." Most parents agreed with the statement (94.5%) and only 8 parents (1.3%) were not pleased by having to read with their child each night.

The idea of home visits from teachers at the start of the school year received more mixed responses, with 59.7% agreeing that it was a good idea, 25.6% saying they were unsure or neutral on the topic, and about 15% who disagreed with the idea of home visits (see table 31). The statement specified that the purpose of the home visits would be so that parents could learn more about the reading program and provide information regarding their child's individual needs.

Table 32 presents results from the statement, "I enjoy being asked to volunteer in my child's school or class." The majority of parents who responded to the survey agreed that they enjoy being asked to volunteer (84.3%), 12.5% were unsure, and 3.2% disagreed with the statement.

Parents were given an opportunity to give an opinion about having their child participate in a summer school reading program, and results appear in table 33. Nearly three fourths of the parents agreed that they did like the idea. About 7% disagreed that they liked the idea, and about 21% were not sure.

The *Success For All* program emphasizes student attendance and attempts are made to contact families when children are absent. The survey asked parents to respond to the statement, "It is a good idea for the school to call my home to check on my child's absence from school." Table 34 shows that 93.3% of parents agreed with the statement, 83.5% strongly so. Just 3.6% disagreed that calling home was a good idea when a child was absent, and another 3% said they weren't sure if they agreed or disagreed with the idea.

Table 35 asked parents to respond to the statement, "The school should help families find dental and medical care, housing, or help from community agencies such as the Food Bank, if needed." Over half the parents (58.2%) agreed with the statement, nearly one quarter (23.7%) said they were not sure, and 18.1% disagreed that the school should give this type of help to families.

As shown in table 36, most parents (82.1%) agreed that they "enjoy attending activities at the school." Just 2.2% disagreed with the statement and about 16% were neutral about it.

Table 37 asked parents to respond to the statement, "I would be interested in having the school offer English classes or GED instruction for adults." Results indicate that many parents

(46.8%) are neutral or unsure about this topic. About 45% of parents agreed with the statement and 8% disagreed.

These results are from a survey conducted after the first year of SFA implementation, at the end of the 1995-96 school year. We are unsure if results would be similar if we measured parent satisfaction at the end of the 1997-98 school year. Hunter Elementary School has had three different principals across the three years, and internal issues during 1996-97 which may have effected the overall school atmosphere. It is time for another data collection effort, this time from school staff as well as from parents. Perhaps students can be included as well. Arctic Light is the only school who has mailed a parent survey home at the end of each school year. Even so, the focus has been on "school climate", not *Success For All*. Results from another parent survey from each of the SFA schools would assist in future planning and allow parents to voice their opinions on their students' progress.

Discussion of Results

The Title I *Success For All* program has focused both staff and resources on having each student become successful at reading. It appears from the data collected and analyzed that it has been a successful program for some students, and not for others. Where significant gains in reading scores were expected, they have not materialized. Rather, results show that the majority of matched students continue to score in the same range (above average, below average, or at the average grade level range) on the CAT from one year to the next.

A major limit of this evaluation is the emphasis placed on results from the California Achievement Test. The Title I program encourages multiple measures of student achievement, not limited to standardized achievement test scores. Additional data has been collected by the Title I program, and will be made available at a later time.

Access to more information would be helpful in determining if other components of the program resulted in higher student achievement. For example, knowing which students had

received individual tutoring would be an interesting analysis. Information regarding the average size of the reading groups would also be helpful. With all instructional school staff involved in teaching reading each day, the numbers of students in reading classes averaged between 10 to 15 students. Another interesting analysis, which is dependent on data collected at the school level, is the number of family contacts made over the course of the school year. Did increased family contact by school staff result in higher student achievement? Again, at the time of this report, specific program-level data on number of family contacts was not available because school personnel were not on contract.

It is clear that many students at Hunter and Barnette are not achieving reading skills at the level we would hope to see. Discussions with principals and SFA school facilitators over the years have indicated school staff are working very hard to implement this program on behalf of their students. Even if the program is not being happily embraced by all staff members, a concerted effort is being made to implement all program components. One former SFA principal was concerned that if a school's primary internal measure of success in reading is based on the built-in assessments provided by Johns Hopkins, there is really no way of knowing whether students are achieving "on their grade level." At the same time, students are made to feel successful at the level in which they are placed -- whether it is at grade level or not. That is one reason for continuing to use a standardized achievement test like the CAT to determine whether students have achieved basic skills in reading at their grade level. With all its limitations, a standardized achievement test like the CAT is still a "constant" upon which we can measure student growth.

A recently published article regarding the *Success For All* program raised concerns that the SFA program is not working in every school. Even the program's founder, Robert E. Slavin, readily admits that the program doesn't always work, especially in schools that are pressured to adopt it. Others, he states, do not carry the program out as planned. The article goes on to say, "Some researchers have begun to question the methods used to evaluate the program. Most of the studies have relied on individually administered reading tests chosen by Slavin and his

colleagues, rather than standardized tests used by the districts. One researcher involved in an SFA study has argued that eventually *Success For All* schools will have to perform on the districts' own measures of student achievement. And so far, it is not clear what proportion of students in *Success For All* schools are actually reading at grade level according to those measures." (*Will Success Spoil Success For All? Education Week, February 4, 1998).*

Measurable student achievement is occurring at both Anderson and Arctic Light Elementary schools. The confounding fact is that Hunter and Barnette are the two schools which more closely fit the profile of school population for which the Johns Hopkins SFA program was originally developed. The percent of students in low income households is greater, the percent of minority population is higher, and attendance rates are lower than at either Anderson or Arctic Light. Yet results for students at Hunter and Barnette have not shown overall improvement, and in fact when one looks at percentile scores in reading, have shown an overall decrease in reading achievement compared to prior years.

This report cannot answer the complex questions surrounding a program that appears to have been successfully implemented. The answers go beyond test scores and attendance rates, and may lie in part with input by school staff, school administrators, parents, and students. Yet even after additional data is collected, we will still have, after three years, a pattern of declining test scores at two of the four SFA schools, and a substantial number of struggling readers.

In choosing to establish four schoolwide programs, Chapter I monies were no longer available to other district elementary schools. Other schools in our district have many students who are scoring below average in reading. Certainly the newly funded school-level reading programs will provide help to students who need it, but for three years, there has been little extra support for those students who could have benefitted from an extra boost of supplemental reading instruction.

Summary and Recommendations

Across the three years in which *Success For All* has been implemented, data shows the program is working for some students and not for others. The program appears to be both effective and well-implemented at Anderson Elementary. Students at Arctic Light are making adequate progress in reading although, overall, some students are making gains while others show losses in their reading scores from one year to the next. Many students at Hunter and Barnette are continuing to score below average in reading, even when they have been enrolled at the school the entire school year.

It is not clear why the program is not showing better results. It could be a combination of factors such as staff training, misunderstandings about appropriate student placement, lack of motivation, use of materials, inadequate family support to reinforce reading skills, or a resistance to the prescribed nature of teaching the SFA program.

Achievement data collected by the Title I office using the Durrell and Gates-MacGinitie Reading tests have not been analyzed in depth. It is not yet known whether results from other measures are different from the CAT scores for individual students. An analysis of those results will need to be conducted in order to more completely evaluate the program.

Recommendations. Several recommendations can be made regarding the Title I program.

1) **Gather information from the staff at each school**. Results of either a written survey or personal interviews would indicate what the staff believes is working well with the SFA program and what is not. The information could be used to help guide decision making regarding Title I program options.

2) **Conduct another parent survey**. Results would provide current information regarding parent satisfaction with SFA. Although the SFA program itself is very constant, changes have occurred over the past three years in the schools: new school administrators, new

teaching staff, and new families who have joined the four school communities since the first survey was conducted in 1995-96. The Title I program has indicated they would like parent input regarding SFA.

3) **Provide more support in the area of evaluating data** collected by the office of special programs, which oversees Title I. The large amounts of data collected by the Title I program and the high levels of interest in knowing how the program is working require greater attention than program participants are currently able to give.

4) **Continue to explore other options** for delivering Title I services. Since the district's selection of SFA in 1995, other reading programs have been developed and our Title I program staff are learning more about them. Instructional programs designed to assist students in becoming better readers will be developed locally as our district's elementary reading program gets under way this fall. Effective practices will be shared among all schools.

The goal of Title I is to provide supplemental support to students in schools with high percentages of children from low income homes in order to improve achievement. Since the 1995-96 school year, a large amount of resources have gone toward funding the Title I reading program in four elementary schools. In evaluating the program, this report has focused in large part on results from the district's standardized achievement test to determine whether the program has been effective in teaching students to read. Unfortunately, the program has not produced the positive results the district had hoped, at least not on the CAT.

Future direction of the Title I program should be based on multiple measures of student achievement and program effectiveness. At this time, not all measures of student achievement have been analyzed. Information from other sources such as staff and parents will help determine their levels of satisfaction with the program. Before final conclusions are drawn regarding the effectiveness of SFA, these other measures will be studied and summarized.

Appendix A

Statistical Profiles for SFA Schools and Achievement Test Analyses

Table 1

Title I *Success For All* Schools

Overall School Profile Data from 1993-1998						
	Chapter I targeted assistance			Title I *Success For All* Schoolwide		
School	1992-93	1993-94	1994-95	1995-96	1996-97	1997-98
Anderson						
attendance:	96.1%	96.5%	96.2%	95.5%	95.6%	95.6%
mobility:	26.4%	19.2%	24.1%	26.0%	23.8%	24.1%
poverty:	51%	54%	46%	41%	47%	49%
non-white:	16%	18%	19%	17%	16%	16%
spec ed:	11.1%	7.1%	8.2%	9.3%	9.1%	8.5%
Arctic Lt						
attendance:	95.7%	96.4%	96.6%	95.8%	96.0%	95.7%
mobility:	51.5%	34.1%	42.1%	45.5%	35.7%	39.4%
poverty:	52%	51%	61%	66%	66%	61%
non-white:	40%	48%	53%	50%	49%	48%
spec ed:	10.2%	12.4%	12.7%	11.2%	8.0%	10.8%
Barnette						
attendance:	92.8%	93.5%	92.0%	92.9%	93.4%	93.7%
mobility:	32.9%	38.9%	35.8%	34.4%	38.6%	32.9%
poverty:	49%	56%	52%	50%	56%	57%
non-white:	45%	49%	50%	49%	53%	52%
spec ed:	20.4%	16.4%	14.1%	12.5%	12.8%	13.4%
Hunter						
attendance:	93.4%	94.8%	94.5%	94.2%	93.9%	93.3%
mobility:	31.9%	39.5%	37.7%	42.6%	38.4%	38.0%
poverty:	57%	56%	57%	61%	62%	60%
non-white:	52%	52%	52%	56%	61%	59%
spec ed:	18.2%	23.3%	18.4%	19.9%	18.2%	15.4%

Attendance is based on students who were enrolled in the same school all 180 days.

Mobility reflects the percent of students who attended the school for less than the full school year.

Poverty is based on percent of students at the school who were eligible to receive free or reduced lunch, (source: records kept at the Food Service Program Office, November of each year).

Non-white represents the percent of a school's population that is of non-white ethnicities on October 1 of each school year.

Spec ed represents the percent of students in the school population who are receiving special education services (other than GT).

Table 2
Number and Percent of Students Eligible for Free or Reduced Lunch

	A	B	C	D	E	F	G	H	I	J	K	L	M	N	O	P	Q	R
1							LUNCH COUNT OVERVIEW BY SCHOOL											
2		Days	=	18						Month of Nov, 1997								
3																		
4		School		---- School Eligibility ----						Total Lunch Count					Percent of Eligibles			
5		Enroll-		Schl Eligibility			% of Enroll			For Month					Served Daily			
6		ment		Free	Reduc		Free	Reduc	Total	Free	Reduc	Full Pd	Total		Free %	Red %	Pd %	Tot %
7	Anderson	477		95	138		20%	29%	49%	1,467	1,615	1,764	4,846		86%	65%	40%	56%
8	Anne Wien	520		155	74		30%	14%	44%	2,160	990	1,717	4,867		77%	74%	33%	52%
9	Arctic Light	606		182	186		30%	31%	61%	2,559	2,339	1,661	6,559		78%	70%	39%	60%
10	Badger	516		111	45		22%	9%	30%	1,606	527	2,103	4,236		80%	65%	32%	46%
11	Barnette	493		234	47		47%	10%	57%	3,676	596	1,685	5,957		87%	70%	44%	67%
12	Crawford	563		86	137		15%	24%	40%	1,214	1,522	2,201	4,937		78%	62%	36%	49%
13	Denali	443		139	28		31%	6%	38%	1,931	283	1,277	3,491		77%	56%	26%	44%
14	Hunter	356		182	31		51%	9%	60%	2,758	372	1,191	4,321		84%	67%	46%	67%
15	Joy	480		87	27		18%	6%	24%	1,264	315	2,080	3,659		81%	65%	32%	42%
16	Ladd	537		112	96		21%	18%	39%	1,778	1,365	2,034	5,177		88%	79%	34%	54%
17	Nordale	466		107	24		23%	5%	28%	1,565	255	2,160	3,980		81%	59%	36%	47%
18	NPE	470		78	50		17%	11%	27%	1,186	580	2,504	4,270		84%	64%	41%	50%
19	Pearl Creek	602		48	11		8%	2%	10%	704	146	2,694	3,544		81%	74%	28%	33%
20	Salcha	101		21	3		21%	3%	24%	324	47	401	772		86%	87%	29%	42%
21	Ticasuk Brn	453		99	35		22%	8%	30%	1,351	392	2,102	3,845		76%	62%	37%	47%
22	Two Rvrs	134		26	3		19%	2%	22%	372	47	836	1,255		79%	87%	44%	52%
23	U Park	578		87	27		15%	5%	20%	1,220	337	2,301	3,858		78%	69%	28%	37%
24	Weller	587		50	22		9%	4%	12%	578	290	2,928	3,796		64%	73%	32%	36%
25	Woodriver	561		50	25		9%	4%	13%	728	338	2,901	3,967		81%	75%	33%	39%
26																		
27	Elem.Tot.	8,943		1,949	1,009		22%	11%	33%	28,441	12,356	36,540	77,337		81%	68%	34%	48%
28																		
29	DEJrH	252		22	32		9%	13%	21%	266	394	840	1,500		67%	60%	24%	33%
30	DESrH	344		19	35		6%	10%	16%	257	358	768	1,383		75%	57%	15%	22%
31	H. Luke	128		34	18		27%	14%	41%	436	186	349	971		71%	57%	26%	42%
32	Lathrop	1325		158	74		12%	6%	18%	1,434	534	2,107	4,075		50%	40%	11%	17%
33	NPH	1051		93	47		9%	4%	13%	974	351	3,074	4,399		58%	41%	19%	23%
34	NPM	784		106	59		14%	8%	21%	1,438	742	3,850	6,030		75%	70%	35%	43%
35	Ryan	794		148	49		19%	6%	25%	2,051	638	3,557	6,246		77%	72%	33%	44%
36	Tanana	706		95	52		13%	7%	21%	1,251	591	3,018	4,860		73%	63%	30%	38%
37	Tanana S	134		31	21		23%	16%	39%	456	308	634	1,398		82%	81%	43%	58%
38	W. Valley	1171		78	38		6.66%	3%	10%	484	183	1,525	2,192		34%	27%	8%	10%
39	Hutchison	42		21	6		50%	14%	64%	286	28	16	330		76%	26%	6%	44%
40																		
41	JrSr.Tot.	6,731		805	431		12%	6%	18%	9,333	4,313	19,738	33,384		64%	56%	20%	28%
42																		
43	Total	15,674		2,754	1,440		18%	9%	27%	37,774	16,669	56,278	110,721		76%	64%	27%	39%

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How are students at the four SFA schools reading now compared to years past?

The following tables present overall reading percentile scores by grade level for the four SFA schools. Data is presented for the three years in which schools have been implementing the SFA program and three years when the schools provided reading assistance to students under a targeted assistance model (where students identified as achieving below average for their grade level receive extra reading instruction).

Explanation of the tables: numbers in the table are national percentiles, and reflect reading scores from all students tested in April of each school year. The overall percentile scores are not for matched students.

Symbols in parentheses represent: (+) significant gain , (-) significant loss, or (ng) normal growth from one year to the next, and are based on achievement test scores of matched students. Matched students are those who had standardized test scores from one year to the next and who were enrolled at the same school for the entire school year.

Table 3

Total Reading Scores for **Second Grade** Students based on National Percentiles						
	Chapter I targeted assistance			Title I Success For All Schoolwide		
School	1993 ITBS	1994 ITBS	1995 CAT	1996 CAT	1997 CAT	1998 CAT
Anderson*	48 (+)	58 (-)	62	68	58	60
Arctic Lt**	41 (ng)	41 (-)	42	45	34	44
Barnette	56 (+)	39 (-)	46	50	51	35
Hunter	59 ng	68 (ng)	67	51	44	32

Note: First graders were not tested after Spring 1993, thus no gain scores could be computed for second graders after 1994.

Table 4

Total Reading Scores for **Third Grade** Students based on National Percentiles						
	Chapter I targeted assistance			Title I Success For All Schoolwide		
School	1993 ITBS	1994 ITBS	1995 CAT	1996 CAT	1997 CAT	1998 CAT
Anderson*	50 (ng)	46 (-)	73	68 (+)	70 (ng)	n/a
Arctic Lt**	50 (ng)	46 (ng)	55	52 (+)	52 (ng)	50
Barnette	65 (+)	59 (ng)	68	57 (ng)	56 (+)	40
Hunter	41 (-)	46 (-)	71	57 (ng)	37 (ng)	35

Table 5

Total Reading Scores for **Fourth Grade** Students based on National Percentiles						
	Chapter I targeted assistance			Title I Success For All Schoolwide		
School	1993 ITBS	1994 ITBS	1995 CAT	1996 CAT	1997 CAT	1998 CAT
Anderson*	48 (ng)	52 (ng)	59	70 (-)	66 (-)	n/a
Arctic Lt**	46 (ng)	41 (ng)	52	62 (ng)	57 (ng)	57
Barnette	58 (-)	52 (ng)	60	48 (ng)	50 (ng)	36
Hunter	43 (+)	44 (+)	49	67 (ng)	49 (ng)	48

Table 6

Total Reading Scores for **Fifth Grade** Students based on National Percentiles						
	Chapter I targeted assistance			Title I Success For All Schoolwide		
School	1993 ITBS	1994 ITBS	1995 CAT	1996 CAT	1997 CAT	1998 CAT
Arctic Lt**	48 (ng)	48 (ng)	53	50 (ng)	55 (ng)	55
Barnette	67 (ng)	48 (+)	60	52 (ng)	38 (-)	41
Hunter	48 (ng)	48 (ng)	49	53 (ng)	47 (ng)	40

Table 7

Total Reading Scores for **Sixth Grade** Students based on National Percentiles						
	Chapter I targeted assistance			Title I Success For All Schoolwide		
School	1993 ITBS	1994 ITBS	1995 CAT	1996 CAT	1997 CAT	1998 CAT
Arctic Lt**	70 (ng)	52 (ng)	44	58 (ng)	52 (ng)	55
Barnette	39 (ng)	50 (-)	34	50 (ng)	39 (ng)	44
Hunter	48 (ng)	59 (ng)	56	47 (ng)	39 (ng)	48

* Anderson is Anderson/Pennell for grades 3 and 4 in years1996 and 1997.

** Arctic Light opened in the 1993-94 school year. ITBS scores for 1993 are for Chena.

Note: Gain scores are not available in 1995 due to a change in standardized achievement tests from the ITBS to the CAT.

The line graphs o

show the ***Total Reading Score***

by

for the Succ

Spring 19

line graphs on the attached four pages

eading Score from standardized achievement testing

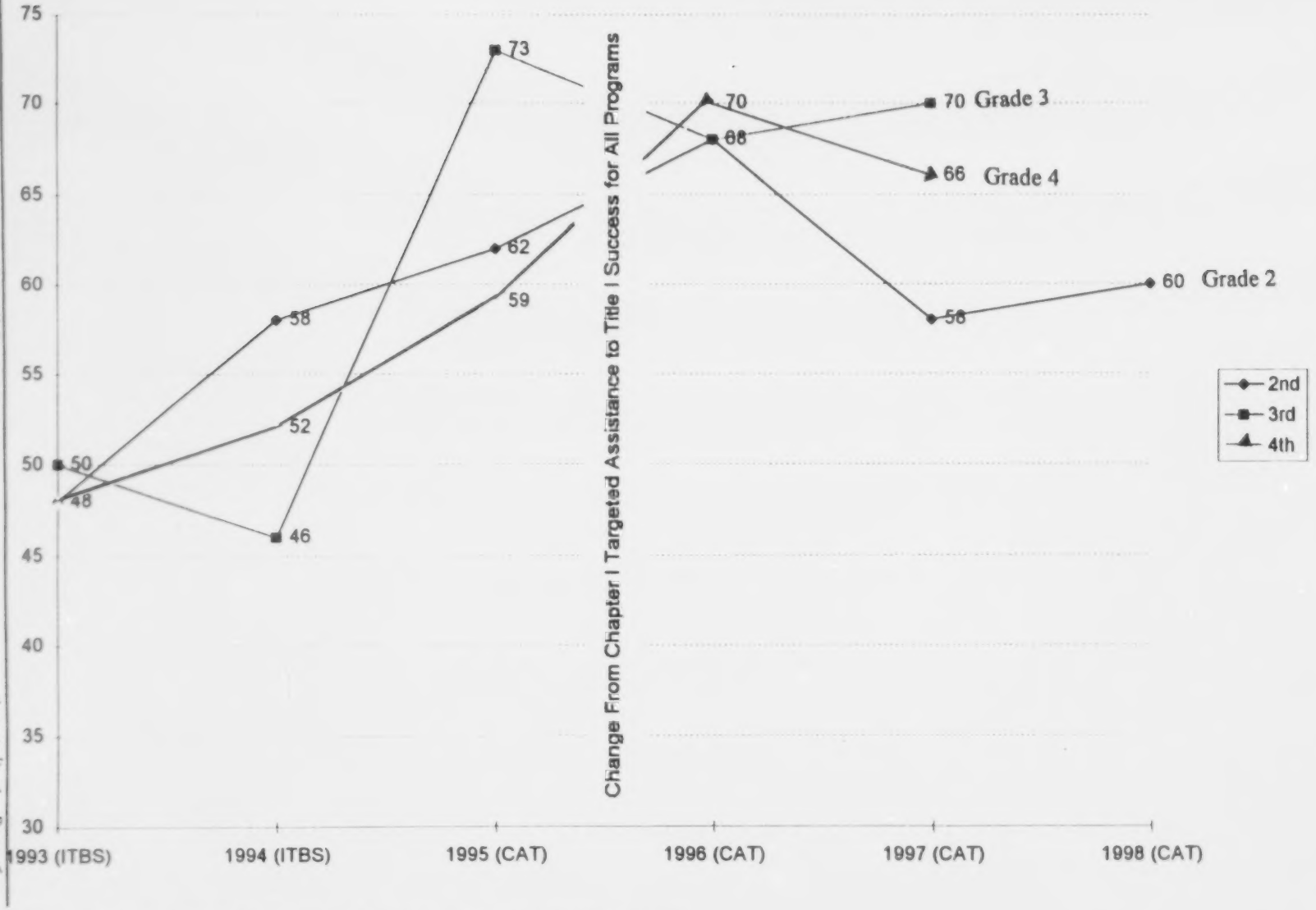
by **SCHOOL**

for the Success For All Schools

Spring 1993 - Spring 1998

Standardized Achievement Test Scores in Reading*

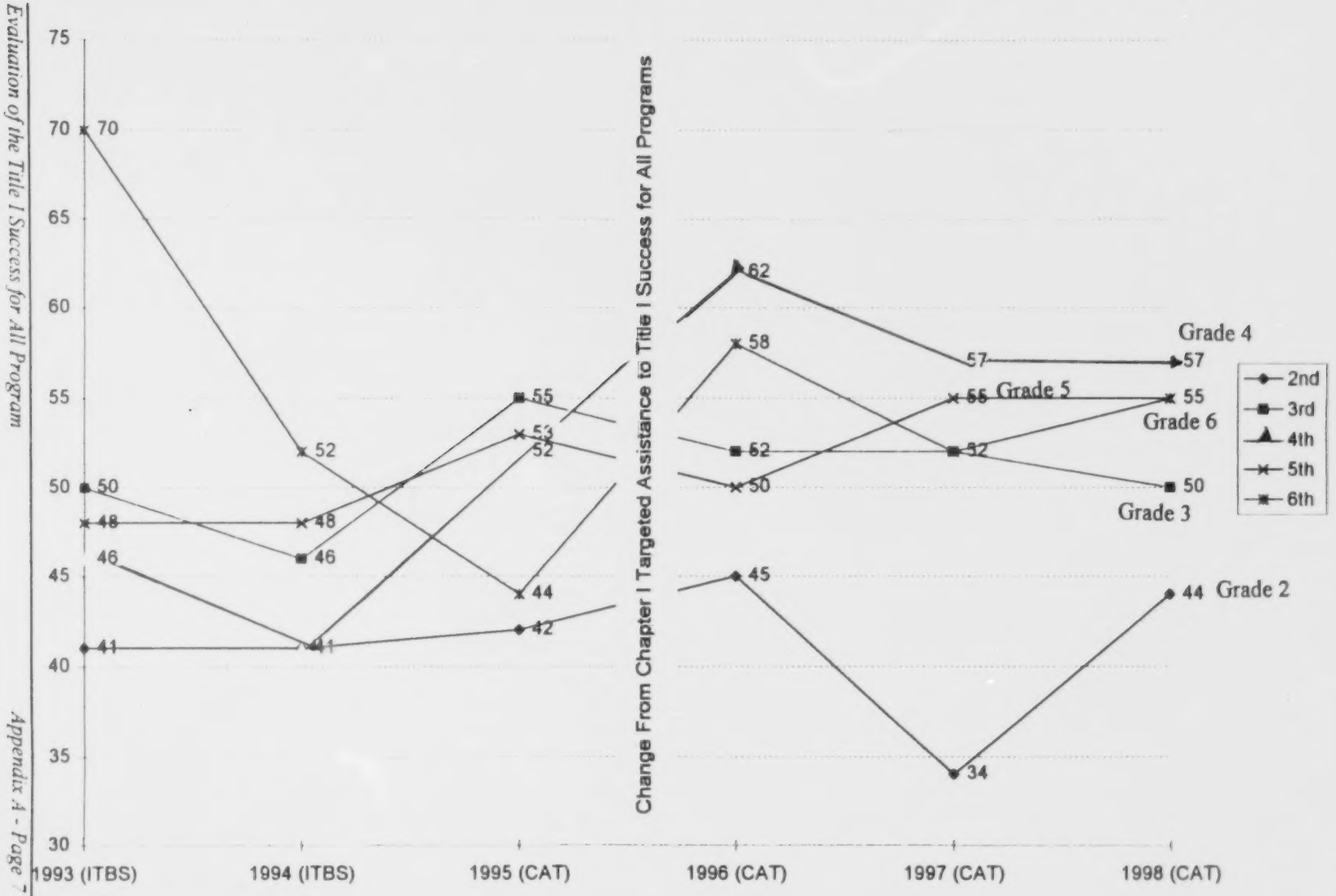
For Anderson Elementary Students from 1993-1998



* Total reading scores consist of vocabulary and reading comprehension subtests.
Scores shown are national percentiles, with a score of "50" representing average grade level performance.

Standardized Achievement Test Scores in Reading*

For Arctic Light Elementary Students from 1993-1998

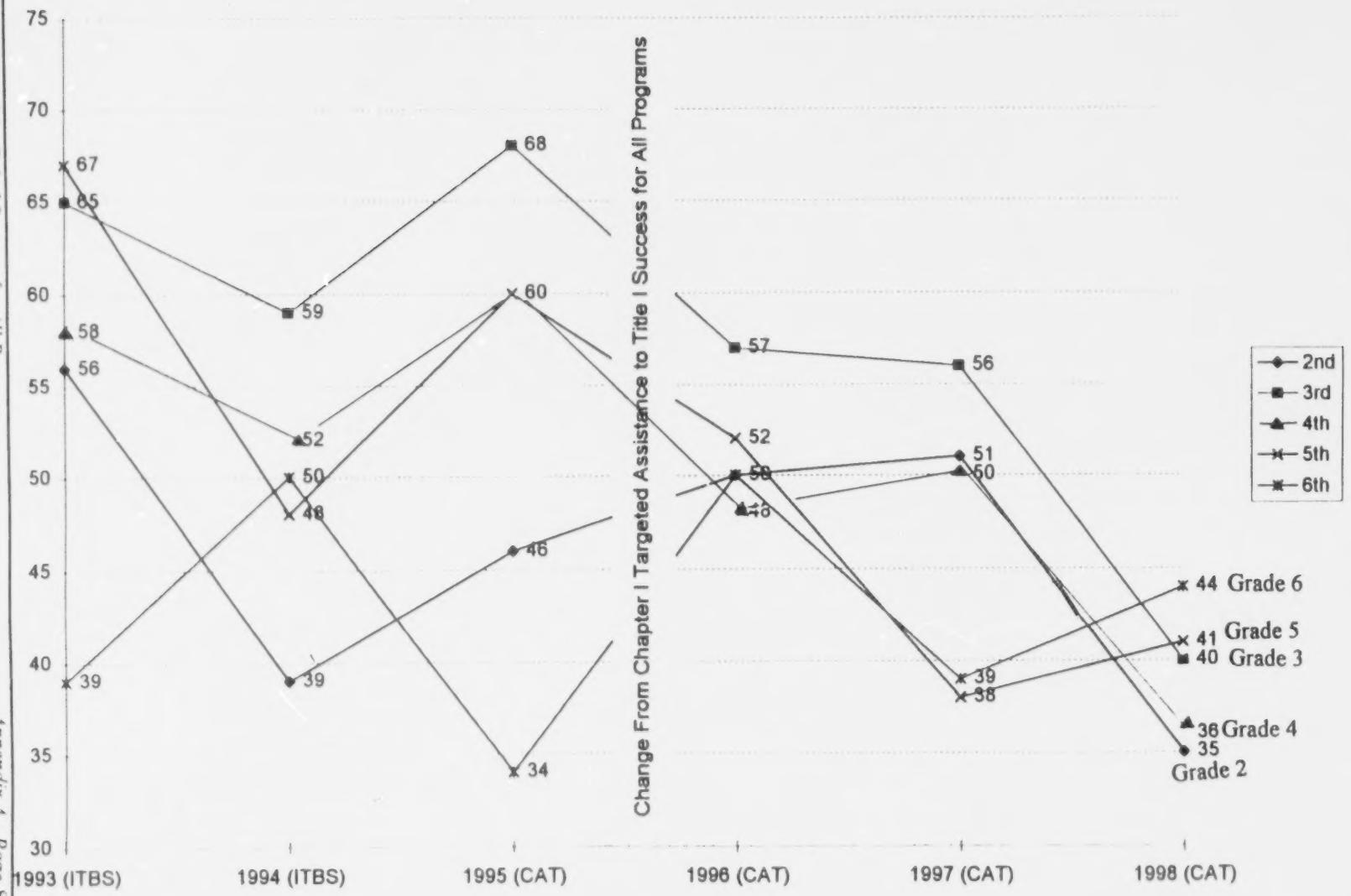


Change From Chapter I Targeted Assistance to Title I Success for All Programs

* Total reading scores consist of vocabulary and reading comprehension subtests.
Scores shown are national percentiles, with a score of "50" representing average grade level performance.

Standardized Achievement Test Scores in Reading*

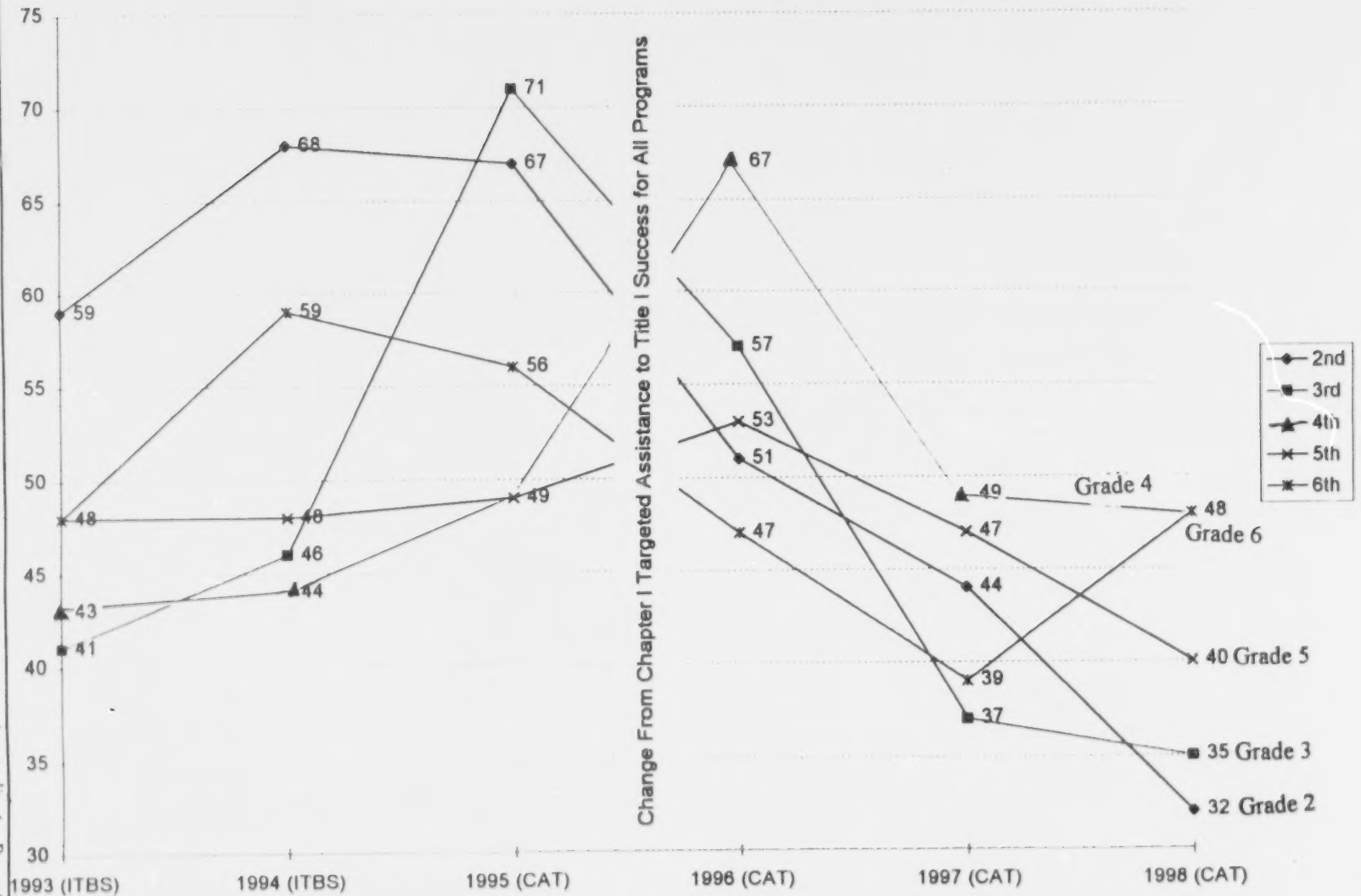
For Barnette Elementary Students from 1993-1998



* Total reading scores consist of vocabulary and reading comprehension subtests.
Scores shown are national percentiles, with a score of "50" representing average grade level performance.

Standardized Achievement Test Scores in Reading*

For Hunter Elementary Students from 1993-1998



* Total reading scores consist of vocabulary and reading comprehension subtests.
Scores shown are national percentiles, with a score of "50" representing average grade level performance.

The line graphs on the attached five pages

show the ***Total Reading Score*** from standardized achievement testing

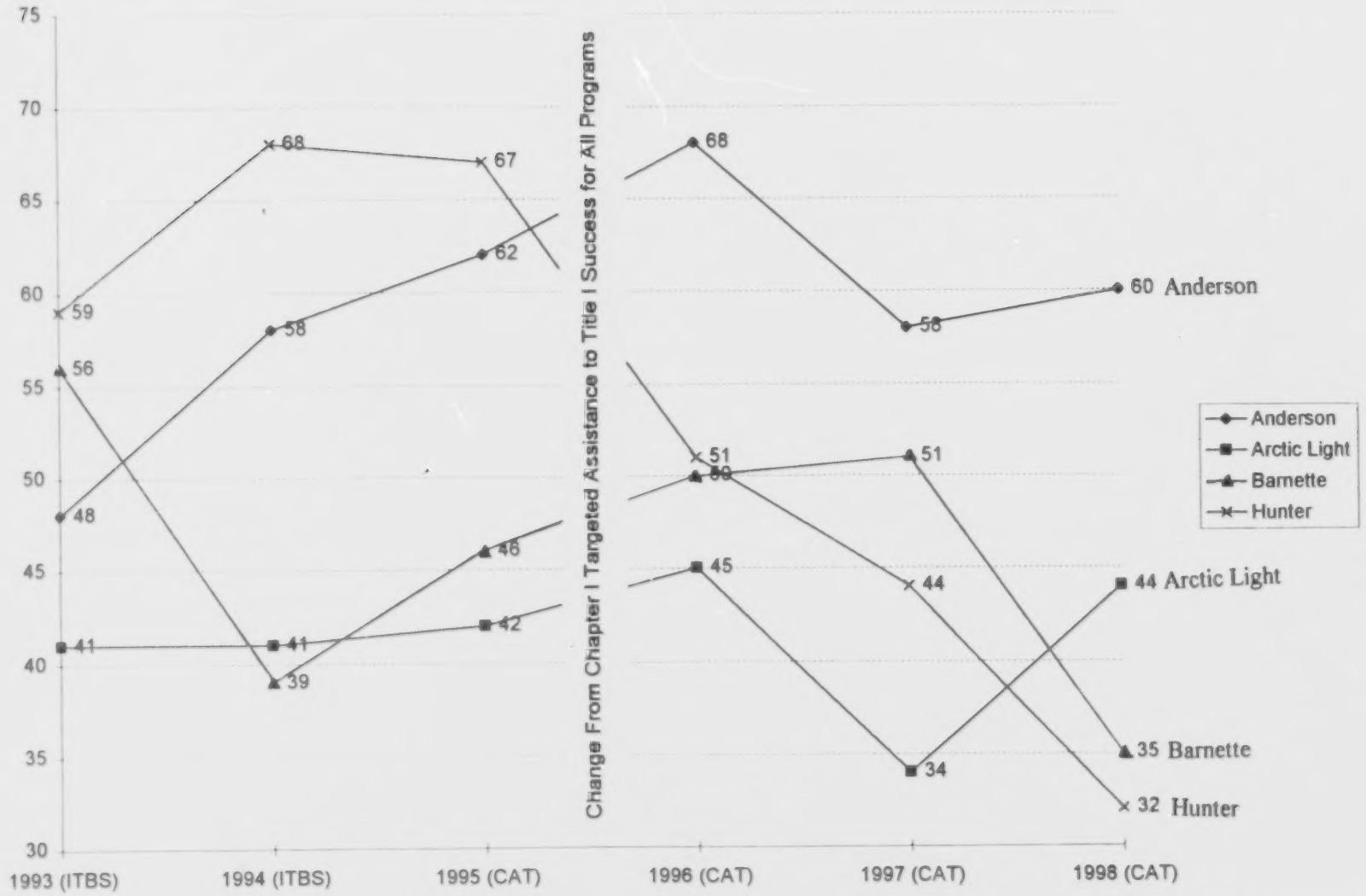
by **GRADE LEVEL**

for the Success For All Schools

Spring 1993 - Spring 1998

Standardized Achievement Test Scores in Reading*

For 2nd Grade Students from 1993-1998



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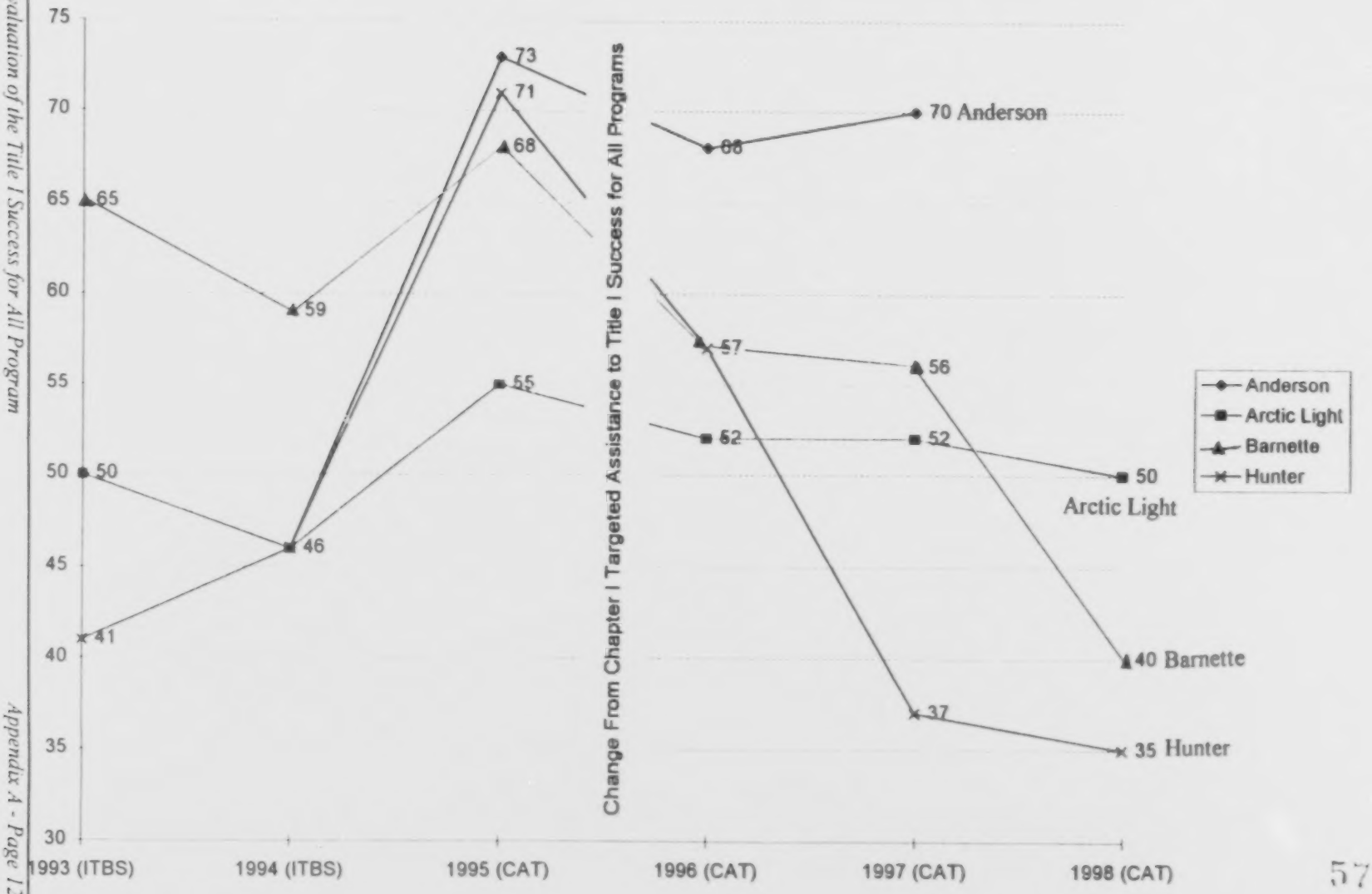
* Total reading scores consist of vocabulary and reading comprehension subtests.
Scores shown are national percentiles, with a score of "50" representing average grade level performance.

Standardized Achievement Test Scores in Reading*

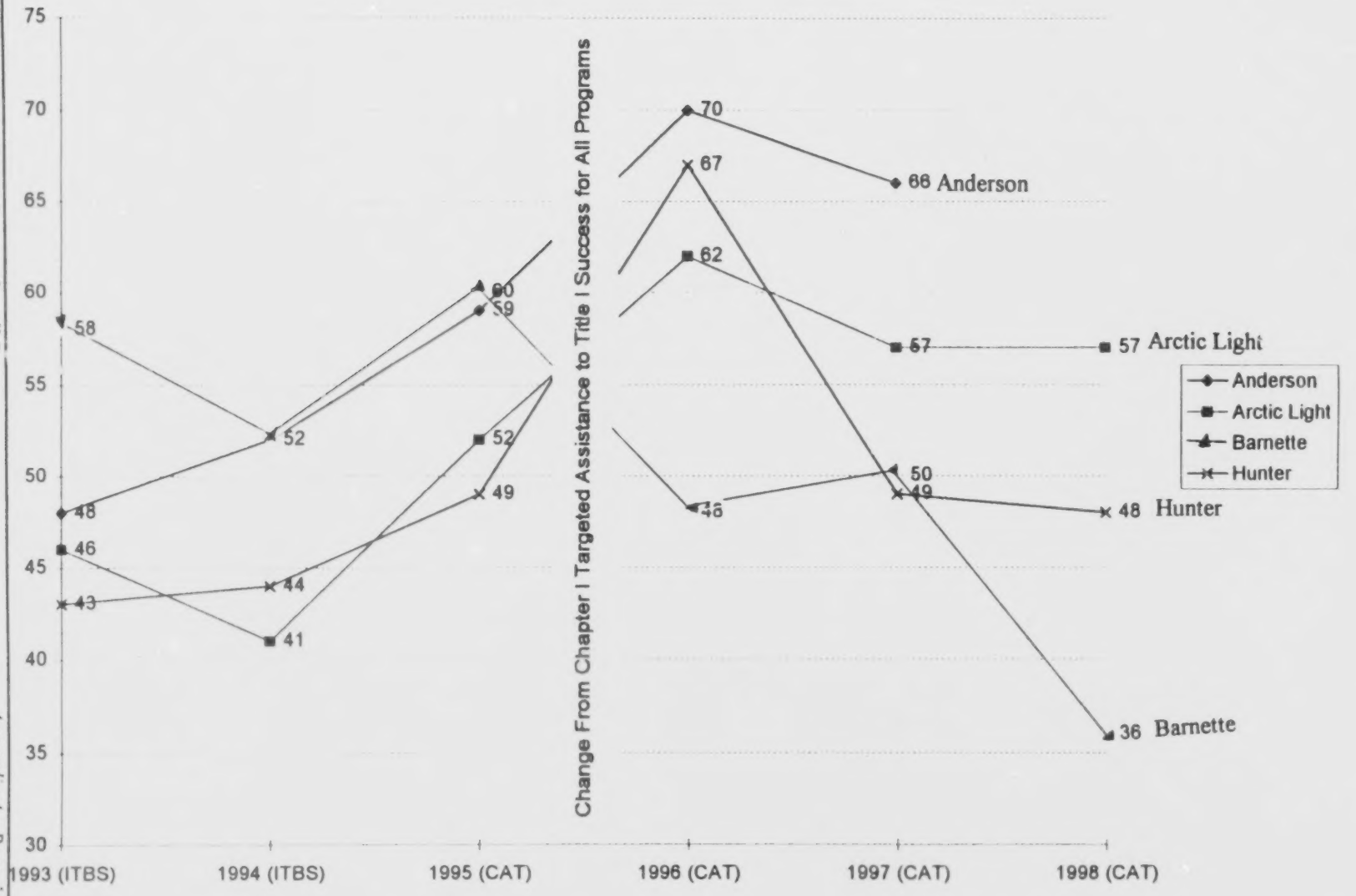
For 3rd Grade Students from 1993-1998



* Total reading scores consist of vocabulary and reading comprehension subtests.
Scores shown are national percentiles, with a score of "50" representing average grade level performance.

Standardized Achievement Test Scores in Reading*

For 4th Grade Students from 1993-1998



* Total reading scores consist of vocabulary and reading comprehension subtests.
Scores shown are national percentiles, with a score of "50" representing average grade level performance.

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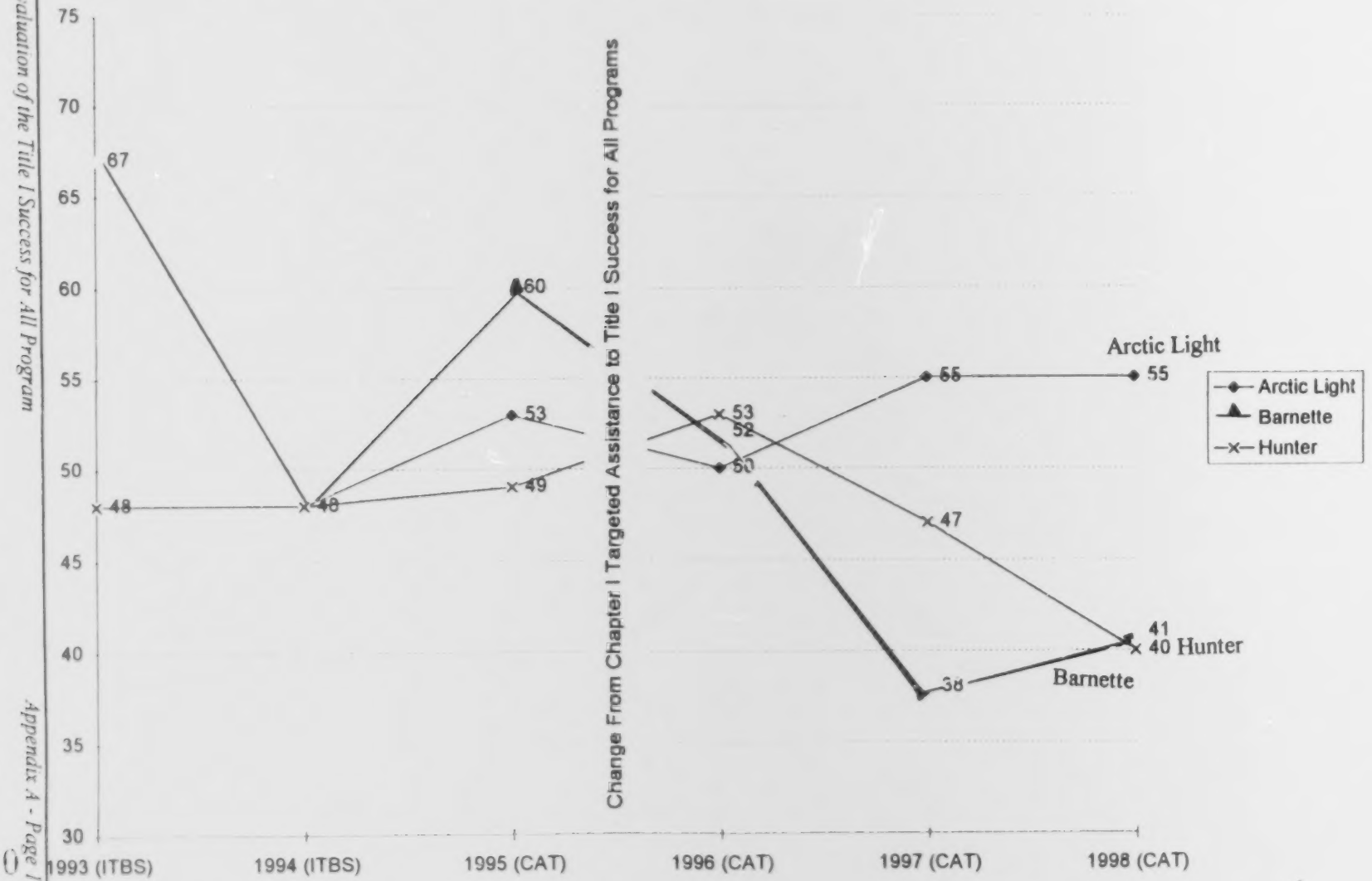
Standardized Achievement Test Scores in Reading*

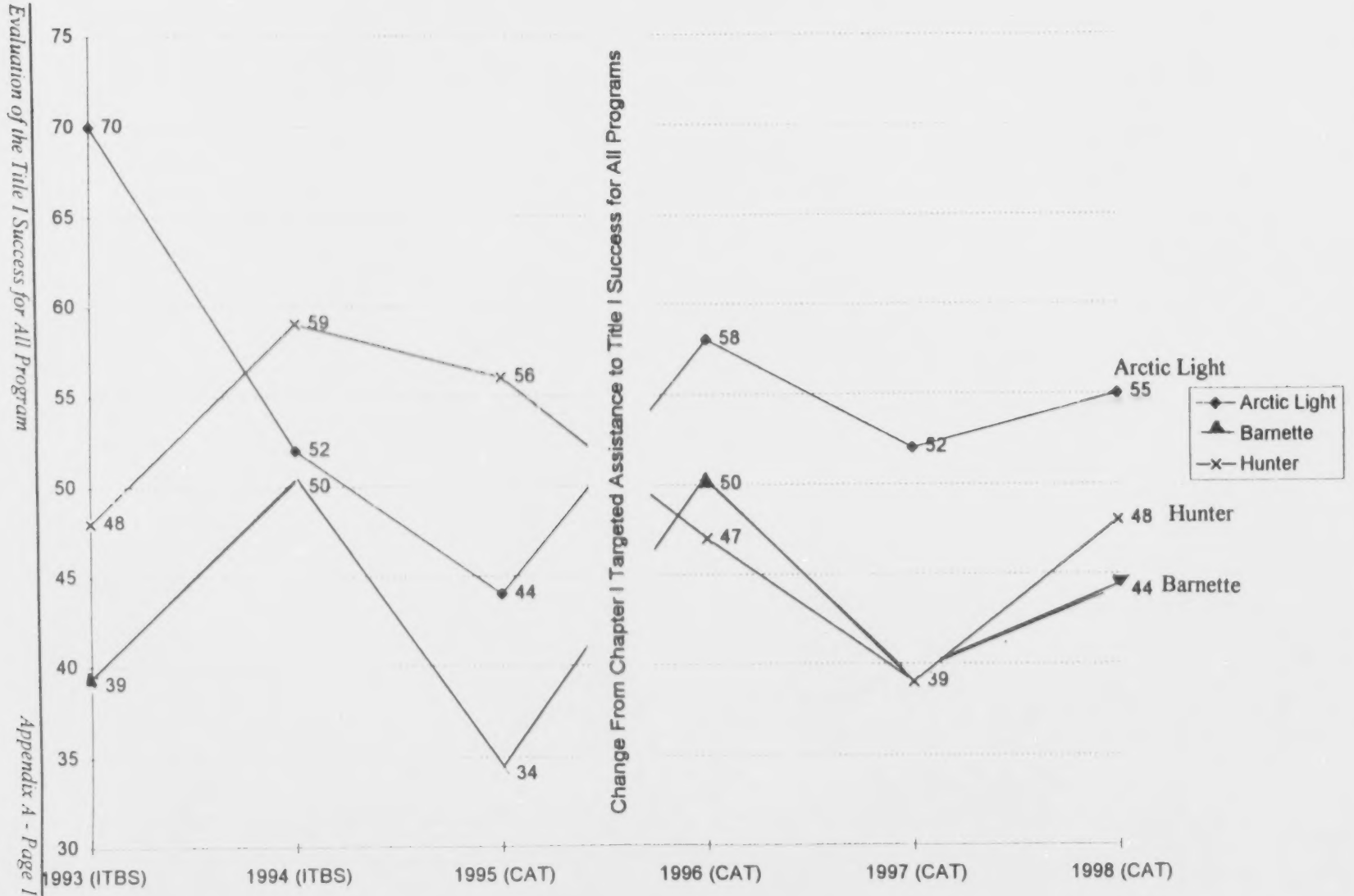
For 5th Grade Students from 1993-1998



* Total reading scores consist of vocabulary and reading comprehension subtests.
Scores shown are national percentiles, with a score of "50" representing average grade level performance.

Standardized Achievement Test Scores in Reading*

For 6th Grade Students from 1993-1998



* Total reading scores consist of vocabulary and reading comprehension subtests.
Scores shown are national percentiles, with a score of "50" representing average grade level performance.

How many students are in the evaluation each year? The table below shows the number of students who took the CAT test at the SFA schools each year, and the number that we could match from the prior year (and who had stayed at the same school all year).

Table 8

Total number of students tested with the CAT, number of matched students from year to year, by SFA school and grade

Anderson	Spring 95	Spring 96	Spring 97	Spring 98
Grade 2	152	146	158	148
Grade 3	146	145 (112 matched)	148 (109 matched)	140 @ Crawford
Grade 4	130	127 (102 matched)	149 (103 matched)	n/a

Arctic Light	Spring 95	Spring 96	Spring 97	Spring 98
Grade 2	96	66	80	90
Grade 3	73	83 (47 matched)	60 (38 matched)	78 (34 matched)
Grade 4	56	50 (28 matched)	56 (42 matched)	56 (27 matched)
Grade 5	37	45 (25 matched)	41 (27 matched)	57 (28 matched))
Grade 6	59	32 (12 matched)	37 (24 matched)	58 (23 matched))

Barnette	Spring 95	Spring 96	Spring 97	Spring 98
Grade 2	81	62	73	80
Grade 3	80	69 (48 matched)	64 (44 matched)	60 (36 matched))
Grade 4	55	61 (43 matched)	69 (51 matched)	61 (42 matched))
Grade 5	45	66 (35 matched)	65 (42 matched)	69 (42 matched))
Grade 6	72	55 (33 matched)	78 (47 matched)	39 (35 matched))

Hunter	Spring 95	Spring 96	Spring 97	Spring 98
Grade 2	53	59	53	46
Grade 3	57	55 (36 matched)	67 (44 matched)	40 (18 matched)
Grade 4	61	56 (32 matched)	49 (36 matched)	49 (36 matched)
Grade 5	58	62 (44 matched)	55 (39 matched)	46 (25 matched)
Grade 6	42	58 (42 matched)	58 (41 matched)	49 (34 matched)

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Effectiveness of Success For All Program for students in below average, average, and above average reading score categories

Table 9

Anderson Elementary School
Results based on a schoolwide matched sample*
from Spring 1995 to Spring 1996

Movement of students to above, at, or below average categories based on the CAT total reading score	N and % of students below average in spring of 1995 (N=58)	N and % of students in average range in spring of 1995 (N=33)	N and % of students above average in spring of 1995 (N=123)	Total number and % (N=214)
Reading score went up from being: 1) at grade level to above grade level or 2) from below grade level to either at or above grade level	24 (41.4%)	14 (42.4%)	n/a	38 (17.8%)
Reading score stayed within the same range (below average, average, or above average) in 1996 compared to 1995	34 (58.6%)	11 (33.3%)	100 (81.3%)	145 (67.8%)
Reading score went down from being: 1) at grade level to below grade level or 2) from above grade level to either at or below grade level	n/a	8 (24.2%)	23 (18.7%)	31 (14.5%)

* to see a breakdown of number of students by grade level, please see pages 17 and 18 in Appendix A.

Effectiveness of Success For All Program for students in below average, average, and above average reading score categories

Table 10

Arctic Light Elementary School
Results based on a schoolwide matched sample*
from Spring 1995 to Spring 1996

Movement of students to above, at, or below average categories based on the CAT total reading score	N and % of students below average in spring of 1995 (N=37)	N and % of students in average range in spring of 1995 (N=24)	N and % of students above average in spring of 1995 (N=51)	Total number and % (N=112)
Reading score went up from being: 1) at grade level to above grade level or 2) from below grade level to either at or above grade level	9 (24.3%)	9 (37.5%)	n/a	18 (16.1%)
Reading score stayed within the same range (below average, average, or above average) in 1996 compared to 1995	28 (75.7%)	7 (29.2%)	39 (76.5%)	74 (66.1%)
Reading score went down from being: 1) at grade level to below grade level or 2) from above grade level to either at or below grade level	n/a	8 (33.3%)	12 (23.5%)	20 (17.9%)

* to see a breakdown of number of students by grade level, please see pages 17 and 18 in Appendix A.

Effectiveness of Success For All Program for students in below average, average, and above average reading score categories

Table 11

Barnette Elementary School
Results based on a schoolwide matched sample*
from Spring 1995 to Spring 1996

Movement of students to above, at, or below average categories based on the CAT total reading score	N and % of students below average in spring of 1995 (N=46)	N and % of students in average range in spring of 1995 (N=27)	N and % of students above average in spring of 1995 (N=86)	Total number and % (N=159)
Reading score went up from being: 1) at grade level to above grade level or 2) from below grade level to either at or above grade level	11 (23.9%)	8 (29.6%)	n/a	19 (11.9%)
Reading score stayed within the same range (below average, average, or above average) in 1996 compared to 1995	35 (76.1%)	9 (33.3%)	73 (84.9%)	117 (73.6%)
Reading score went down from being: 1) at grade level to below grade level or 2) from above grade level to either at or below grade level	n/a	10 (37.0%)	13 (15.1%)	23 (14.5%)

* to see a breakdown of number of students by grade level, please see pages 17 and 18 in Appendix A.

Effectiveness of Success For All Program for students in below average, average, and above average reading score categories

Table 12

Hunter Elementary School
Results based on a schoolwide matched sample*
from Spring 1995 to Spring 1996

Movement of students to above, at, or below average categories based on the CAT total reading score	N and % of students below average in spring of 1995 (N=41)	N and % of students in average range in spring of 1995 (N=36)	N and % of students above average in spring of 1995 (N=77)	Total number and % (N=154)
Reading score went up from being: 1) at grade level to above grade level or 2) from below grade level to either at or above grade level	14 (34.1%)	10 (27.8%)	n/a	24 (15.6%)
Reading score stayed within the same range (below average, average, or above average)	27 (65.9%)	13 (36.1%)	58 (75.3%)	98 (63.6%)
Reading score went down from being: 1) at grade level to below grade level or 2) from above grade level to either at or below grade level	n/a	13 (36.1%)	19 (24.7%)	32 (20.8%)

* to see a breakdown of number of students by grade level, please see pages 17 and 18 in Appendix A.

Effectiveness of Success For All Program for students in below average, average, and above average reading score categories

Table 13

Anderson Elementary School
Results based on a schoolwide matched sample*
from Spring 1996 to Spring 1997

Movement of students to above, at, or below average categories based on the CAT total reading score	N and % of students below average in spring of 1996 (N=50)	N and % of students in average range in spring of 1996 (N=29)	N and % of students above average in spring of 1996 (N=133)	Total number and % (N=212)
Reading score went up from being: 1) at grade level to above grade level or 2) from below grade level to either at or above grade level	16 (30.2%)	10 (34.5%)	n/a	26 (12.3%)
Reading score stayed within the same range (below average, average, or above average)	34 (68.0%)	13 (44.8%)	109 (82.0%)	156 (73.6%)
Reading score went down from being: 1) at grade level to below grade level or 2) from above grade level to either at or below grade level	n/a	6 (20.7%)	24 (18.0%)	30 (14.2%)

* to see a breakdown of number of students by grade level, please see pages 19 and 20 in Appendix A.

Effectiveness of Success For All Program for students in below average, average, and above average reading score categories

Table 14

Arctic Light Elementary School
Results based on a schoolwide matched sample*
from Spring 1996 to Spring 1997

Movement of students to above, at, or below average categories based on the CAT total reading score	N and % of students below average in spring of 1996 (N=44)	N and % of students in average range in spring of 1996 (N=35)	N and % of students above average in spring of 1996 (N=52)	Total number and % (N=131)
Reading score went up from being: 1) at grade level to above grade level or 2) from below grade level to either at or above grade level	14 (31.8%)	10 (28.6%)	n/a	24 (18.3%)
Reading score stayed within the same range (below average, average, or above average)	30 (68.2%)	14 (40.0%)	35 (67.3%)	79 (60.3%)
Reading score went down from being: 1) at grade level to below grade level or 2) from above grade level to either at or below grade level	n/a	11 (31.4%)	17 (32.7%)	28 (21.4%)

* to see a breakdown of number of students by grade level, please see pages 19 and 20 in Appendix A.

Effectiveness of Success For All Program for students in below average, average, and above average reading score categories

Table 15

Barnette Elementary School
Results based on a schoolwide matched sample*
from Spring 1996 to Spring 1997

Movement of students to above, at, or below average categories based on the CAT total reading score	N and % of students below average in spring of 1996 (N=72)	N and % of students in average range in spring of 1996 (N=32)	N and % of students above average in spring of 1996 (N=80)	Total number and % (N=184)
Reading score went up from being: 1) at grade level to above grade level or 2) from below grade level to either at or above grade level	21 (29.2%)	9 (28.1%)	n/a	30 16.3%
Reading score stayed within the same range (below average, average, or above average)	51 (70.8%)	11 (34.4%)	58 (72.5%)	120 (65.2%)
Reading score went down from being: 1) at grade level to below grade level or 2) from above grade level to either at or below grade level	n/a	12 (37.5%)	22 (27.5%)	34 (18.5%)

* to see a breakdown of number of students by grade level, please see pages 19 and 20 in Appendix A.

Effectiveness of Success For All Program for students in below average, average, and above average reading score categories

Table 16

Hunter Elementary School
Results based on a schoolwide matched sample*
from Spring 1996 to Spring 1997

Movement of students to above, at, or below average categories based on the CAT total reading score	N and % of students below average in spring of 1996 (N=60)	N and % of students in average range in spring of 1996 (N=31)	N and % of students above average in spring of 1996 (N=69)	Total number and % (N=160)
Reading score went up from being: 1) at grade level to above grade level or 2) from below grade level to either at or above grade level	10 (16.7%)	7 (22.6%)	n/a	17 (10.6%)
Reading score stayed within the same range (below average, average, or above average)	50 (83.3%)	11 (35.5%)	47 (68.1%)	108 (67.5%)
Reading score went down from being: 1) at grade level to below grade level or 2) from above grade level to either at or below grade level	n/a	13 (41.9%)	22 (31.9%)	35 (21.9%)

* to see a breakdown of number of students by grade level, please see pages 19 and 20 in Appendix A.

Effectiveness of Success For All Program for students in below average, average, and above average reading score categories

Table 17

Arctic Light Elementary School
Results based on a schoolwide matched sample*
from Spring 1997 to Spring 1998

Movement of students to above, at, or below average categories based on the CAT total reading score	N and % of students below average in spring of 1997 (N=40)	N and % of students in average range in spring of 1997 (N=31)	N and % of students above average in spring of 1997 (N=41)	Total number and % (N=112)
Reading score went up from being: 1) at grade level to above grade level or 2) from below grade level to either at or above grade level	9 (22.5%)	12 (38.7%)	n/a	21 (18.8%)
Reading score stayed within the same range (below average, average, or above average)	31 (77.5%)	11 (35.5%)	30 (73.2%)	72 (64.3%)
Reading score went down from being: 1) at grade level to below grade level or 2) from above grade level to either at or below grade level	n/a	8 (25.8%)	11 (26.8%)	19 (17.0%)

* to see a breakdown of number of students by grade level, please see pages 21 and 22 in Appendix A.

Effectiveness of Success For All Program for students in below average, average, and above average reading score categories

Table 18

Barnette Elementary School
Results based on a schoolwide matched sample*
from Spring 1997 to Spring 1998

Movement of students to above, at, or below average categories based on the CAT total reading score	N and % of students below average in spring of 1997 (N=64)	N and % of students in average range in spring of 1997 (N=33)	N and % of students above average in spring of 1997 (N=58)	Total number and % (N=155)
Reading score went up from being: 1) at grade level to above grade level or 2) from below grade level to either at or above grade level	12 (18.8%)	12 (36.4%)	n/a	24 (15.5%)
Reading score stayed within the same range (below average, average, or above average)	52 (81.3%)	12 (36.4%)	39 (67.2%)	103 (66.5%)
Reading score went down from being: 1) at grade level to below grade level or 2) from above grade level to either at or below grade level	n/a	9 (27.3%)	19 (32.8%)	28 (18.1%)

* to see a breakdown of number of students by grade level, please see pages 21 and 22 in Appendix A.

Effectiveness of Success For All Program for students in below average, average, and above average reading score categories

Table 19

Hunter Elementary School
Results based on a schoolwide matched sample*
from Spring 1997 to Spring 1998

Movement of students to above, at, or below average categories based on the CAT total reading score	N and % of students below average in spring of 1997 (N=49)	N and % of students in average range in spring of 1997 (N=19)	N and % of students above average in spring of 1997 (N=45)	Total number and % (N=113)
Reading score went up from being: 1) at grade level to above grade level or 2) from below grade level to either at or above grade level	11 (22.4%)	3 (15.8%)	n/a	14 (12.4%)
Reading score stayed within the same range (below average, average, or above average)	38 (77.6%)	7 (36.8%)	32 (71.1%)	77 (68.1%)
Reading score went down from being: 1) at grade level to below grade level or 2) from above grade level to either at or below grade level	n/a	9 (47.4%)	13 (28.9%)	22 (19.5%)

* to see a breakdown of number of students by grade level, please see pages 21 and 22 in Appendix A.

Table 20

Total Reading Scores from Spring 1995 to Spring 1996
based on below average, average, and above average categories

	What happened to students who scored **below average*** in Spring, 1995?			What happened to students who scored in the **average range*** in Spring, 1995?			What happened to students who scored **above average*** in Spring, 1995?		
Grade/ students	scores still below average	scores now average	scores now above average	scores now below avg	scores stayed average	scores now above average	scores now below avg	scores now average	scores stayed above avg.
Anderson									
Grd 3 (112)	24	9	9	2	5	9	4	2	48
Grd 4 (102)	10	2	4	6	6	5	2	15	52
Total (214)	34	11	13	8	11	14	6	17	100
Arctic Light									
Grd 3 (47)	16	3	3	1	2	7	0	0	15
Grd 4 (28)	2	1	1	2	3	0	3	4	12
Grd 5 (25)	7	0	0	4	2	2	2	3	5
Grd 6 (12)	3	0	1	1	0	0	0	0	7
Total (112)	28	4	5	8	7	9	5	7	39
Barnette									
Grd 3 (48)	8	4	2	3	3	3	0	2	23
Grd 4 (43)	13	2	0	1	1	3	1	4	18
Grd 5 (35)	4	2	0	5	2	1	0	2	19
Grd 6 (33)	10	0	1	1	3	1	2	2	13
Total (159)	35	8	3	10	9	8	3	10	73

Table 20 (continued)
Total Reading Scores from Spring 1995 to Spring 1996
based on below average, average, and above average performance categories

	What happened to students who scored **below average*** in Spring, 1995?			What happened to students who scored in the **average range*** in Spring, 1995?			What happened to students who scored **above average*** in Spring, 1995?		
Grade/ students	scores still below average	scores now average	scores now above average	scores now below average	scores stayed average	scores now above average	scores now below average	scores now average	scores stayed above average
Hunter									
Grd 3 (36)	5	1	0	3	4	2	0	4	17
Grd 4 (32)	1	1	0	3	2	1	0	5	19
Grd 5 (44)	10	3	2	3	2	4	3	2	15
Grd 6 (42)	11	7	0	4	5	3	1	4	7
Total (154)	27	12	2	13	13	10	4	15	58
All 4 SFA schools students (n=639)	124	35	23	39	40	41	18	49	270

* For this analysis, students scoring between ***1-40*** on the Total Reading portion of the Spring 1997 CAT were considered ***below average***, students scoring between ***41-59 were considered average***, and students scoring between ***60-99 were considered above average***.

Table 21

Total Reading Scores from Spring 1996 to Spring 1997

based on below average, average, and above average performance categories

	What happened to students who scored **below average*** in Spring, 1996?			What happened to students who scored in the **average range*** in Spring, 1996?			What happened to students who scored **above average*** in Spring, 1996?		
Grade/ students	scores still below average	scores now average	scores now above average	scores now below avg	scores stayed average	scores now above average	scores now below avg	scores now average	scores stayed above avg.
Anderson									
Grd 3 (109)	15	3	5	3	6	6	0	10	61
Grd 4 (103)	19	6	2	3	7	4	3	11	48
Total (212)	34	9	7	6	13	10	3	21	109
Arctic Light									
Grd 3 (38)	8	4	1	4	5	5	0	4	7
Grd 4 (42)	9	3	1	3	4	1	2	5	14
Grd 5 (27)	6	1	1	3	3	2	2	2	7
Grd 6 (24)	7	3	0	1	2	2	1	1	7
Total (131)	30	11	3	11	14	10	5	12	35
Barnette									
Grd 3 (44)	13	5	4	2	3	3	0	3	11
Grd 4 (51)	12	4	1	3	2	6	0	7	16
Grd 5 (42)	15	1	1	4	2	0	3	3	13
Grd 6 (47)	11	3	2	3	4	0	0	6	18
Total (184)	51	13	8	12	11	9	3	19	58

Table 21 (continued)
Total Reading Scores from Spring 1996 to Spring 1997
based on below average, average, and above average performance categories

	What happened to students who scored **below average*** in Spring, 1996?			What happened to students who scored in the **average range*** in Spring, 1996?			What happened to students who scored **above average*** in Spring, 1996?		
Grade/ students	scores still below average	scores now average	scores now above average	scores now below average	scores stayed average	scores now above average	scores now below average	scores now average	scores still above average
Hunter									
Grd 3 (44)	16	3	3	2	2	0	0	3	15
Grd 4 (36)	9	1	0	4	3	2	2	5	10
Grd 5 (39)	7	1	0	5	3	4	1	5	13
Grd 6 (41)	18	2	0	2	3	1	0	6	9
Total (160)	50	7	3	13	11	7	3	19	47
All 4 SFA schools students (n=687)	165	40	21	42	49	36	14	71	249

* For this analysis, students scoring between ***1-40*** on the Total Reading portion of the Spring 1997 CAT were considered ***below average***, students scoring between ***41-59 were considered average***, and students scoring between ***60-99 were considered above average***.

Table 22

Total Reading Scores from Spring 1997 to Spring 1998

based on below average, average, and above average performance categories

	What happened to students who scored **below average*** in Spring, 1997?			What happened to students who scored in the **average range*** in Spring, 1997?			What happened to students who scored **above average*** in Spring, 1997?		
Grade/ students	scores still below average	scores now average	scores now above average	scores now below avg	scores stayed average	scores now above average	scores now below avg	scores now average	scores stayed above avg.
Anderson	First graders did not take the test, thus there are no scores from Spr 97 when Anderson returned to being a K-2 school.								
Arctic Light									
Grd 3 (34)	13	3	3	1	0	5	1	4	4
Grd 4 (27)	7	2	0	2	3	2	0	2	9
Grd 5 (28)	4	0	0	2	7	2	0	4	9
Grd 6 (23)	7	0	1	3	1	3	0	0	8
Total (112)	31	5	4	8	11	12	1	10	30
Barnette									
Grd 3 (36)	12	1	1	1	3	3	1	4	10
Grd 4 (42)	14	1	1	3	4	3	2	3	11
Grd 5 (42)	13	1	0	5	3	4	5	2	9
Grd 6 (35)	13	5	2	0	2	2	0	2	9
Total (155)	52	8	4	9	12	12	8	11	39

Table 22 (continued)
Total Reading Scores from Spring 1997 to Spring 1998
based on below average, average, and above average performance categories

	What happened to students who scored **below average*** in Spring, 1997?			What happened to students who scored in the **average range*** in Spring, 1997?			What happened to students who scored **above average*** in Spring, 1997?		
Grade/ students	scores still below average	scores now average	scores now above average	scores now below average	scores stayed average	scores now above average	scores now below average	scores now average	scores stayed above avg
Hunter									
Grd 3 (18)	6	1	0	1	0	1	0	2	7
Grd 4 (36)	15	1	3	2	1	1	0	1	12
Grd 5 (25)	8	2	0	1	4	0	0	4	6
Grd 6 (34)	9	4	0	5	2	1	0	6	7
Total (113)	38	8	3	9	7	3	0	13	32
All 4 SFA schools students (n=380)	121	21	11	26	30	27	9	34	101

* For this analysis, students scoring between ***1-40*** on the Total Reading portion of the Spring 1997 CAT were considered ***below average***, students scoring between ***41-59 were considered average***, and students scoring between ***60-99 were considered above average***.

Appendix B

Tables of Results from the Parent Survey Administered After Year One of SFA and Sample Copy of the Parent Survey

1995-96 School Year

Table 23
I am pleased with my child's success in reading
by school

	Strongly agree		Agree		Neutral/ Unsure		Disagree		Strongly disagree	
	N	%	N	%	N	%	N	%	N	%
Anderson/Pennell	141	65.3	54	25.0	12	5.6	4	1.9	5	2.3
Arctic Light	84	60.0	25	17.9	21	15.0	7	5.0	3	2.1
Barnette	69	65.1	28	26.4	2	1.9	7	6.6	0	0
Hunter	88	66.2	35	26.3	5	3.8	4	3.0	1	0.8
Total	382	64.2	142	23.9	40	6.7	22	3.7	9	1.5

Table 24
My child's attendance has improved this year
by school

	Strongly agree		Agree		Neutral/ Unsure		Disagree		Strongly disagree	
	N	%	N	%	N	%	N	%	N	%
Anderson/Pennell	80	39.4	36	17.7	84	41.4	3	1.5	0	0
Arctic Light	68	51.5	16	12.1	45	34.1	2	1.5	1	0.8
Barnette	53	53.5	14	14.1	27	27.3	1	1.0	4	4.0
Hunter	63	49.2	31	24.2	24	18.8	6	4.7	4	3.1
Total	264	47.0	97	17.3	180	32.0	12	2.1	9	1.6

Table 25
My child has a positive attitude about school
by school

	Strongly agree		Agree		Neutral/ Unsure		Disagr		Strongly disagree	
	N	%	N	%	N	%	N	%	N	%
Anderson/Pennell	135	61.4	72	32.7	7	3.2	5	2.3	1	0.5
Arctic Light	92	64.3	44	30.8	2	1.4	4	2.8	1	0.7
Barnette	66	62.3	20	18.9	12	11.3	6	5.7	2	1.9
Hunter	91	68.4	35	26.3	1	0.8	1	0.8	5	3.8
Total	384	63.8	171	28.4	22	3.7	16	2.7	9	1.5

Table 26
My child's attitude about reading for pleasure has improved this year
by school

	Strongly agree		Agree		Neutral/ Unsure		Disagree		Strongly disagree	
	N	%	N	%	N	%	N	%	N	%
Anderson/Pennell	126	58.6	55	25.6	21	9.8	10	4.7	3	1.4
Arctic Light	86	61.9	30	21.6	14	10.1	6	4.3	3	2.2
Barnette	49	48.0	35	34.3	10	9.8	4	3.9	4	3.9
Hunter	67	51.1	49	37.4	10	7.6	3	2.3	2	1.5
Total	328	55.9	169	28.8	55	9.4	23	3.9	12	2.0

Table 27
My child's teacher is concerned about my child's needs
by school

	Strongly agree		Agree		Neutral/ Unsure		Disagree		Strongly disagree	
	N	%	N	%	N	%	N	%	N	%
Anderson/Pennell	150	69.8	35	16.3	16	7.4	7	3.3	7	3.3
Arctic Light	95	67.4	29	20.6	12	8.5	4	2.8	1	0.7
Barnette	68	64.2	21	19.8	10	9.4	5	4.7	2	1.9
Hunter	89	66.9	25	18.8	12	9.0	0	0	7	5.3
Total	402	67.6	110	18.5	50	8.4	16	2.7	17	2.9

Table 28
I am pleased with the number of opportunities to be involved
in making decisions about my child's education, by school

	Strongly agree		Agree		Neutral/ Unsure		Disagree		Strongly disagree	
	N	%	N	%	N	%	N	%	N	%
Anderson/Pennell	113	52.1	62	28.6	27	12.4	12	5.5	3	1.4
Arctic Light	73	51.8	39	27.7	19	13.5	8	5.7	2	1.4
Barnette	67	63.8	23	21.9	9	8.6	3	2.9	3	2.9
Hunter	79	59.4	34	25.6	14	10.5	5	3.8	1	0.8
Total	332	55.7	158	26.5	69	11.6	28	4.7	9	1.5

Table 29
I am pleased with the effort made by the school to inform parents about school events, by school

	Strongly agree		Agree		Neutral/ Unsure		Disagree		Strongly disagree	
	N	%	N	%	N	%	N	%	N	%
Anderson/Pennell	151	68.6	50	22.7	8	3.6	8	3.6	3	1.4
Arctic Light	81	56.6	41	28.7	6	4.2	10	7.0	5	3.5
Barnette	79	74.5	19	17.9	2	1.9	5	4.7	1	0.9
Hunter	93	69.9	33	24.8	3	2.3	4	3.0	0	0
Total	404	67.1	143	23.8	19	3.2	27	4.5	9	1.5

Table 30
I am pleased that the school encouraged us to read at home by school

	Strongly agree		Agree		Neutral/ Unsure		Disagree		Strongly disagree	
	N	%	N	%	N	%	N	%	N	%
Anderson/Pennell	181	83.0	24	11.0	10	4.6	3	1.4	0	0
Arctic Light	112	78.9	19	13.4	8	5.6	1	0.7	2	1.4
Barnette	91	85.8	10	9.4	5	4.7	0	0	0	0
Hunter	100	75.2	29	21.8	2	1.5	2	1.5	0	0
Total	484	80.8	82	13.7	25	4.2	6	1.0	2	0.3

Table 31

I am pleased with the idea of home visits from my child's teacher before school starts next year so that I can learn more about the reading program and discuss my child's needs, by school

	Strongly agree		Agree		Neutral/ Unsure		Disagree		Strongly disagree	
	N	%	N	%	N	%	N	%	N	%
Anderson/Pennell	79	37.4	55	26.1	57	27.0	11	5.2	9	4.3
Arctic Light	56	39.7	27	19.1	42	29.8	10	7.1	6	4.3
Barnette	37	36.3	24	23.5	20	19.6	9	8.8	12	11.8
Hunter	40	31.0	30	23.3	30	23.3	14	10.9	15	11.6
Total	212	36.4	136	23.3	149	25.6	44	7.5	42	7.2

Table 32

I enjoy being asked to volunteer in my child's school or class by school

	Strongly agree		Agree		Neutral/ Unsure		Disagree		Strongly disagree	
	N	%	N	%	N	%	N	%	N	%
Anderson/Pennell	133	61.0	52	23.9	30	13.8	3	1.4	0	0
Arctic Light	79	56.8	43	30.9	12	8.6	4	2.9	1	0.7
Barnette	55	52.9	28	26.9	17	16.3	3	2.9	1	1.0
Hunter	68	52.3	40	30.8	15	11.5	3	2.3	4	3.1
Total	335	56.7	163	27.6	74	12.5	13	2.2	6	1.0

Table 33
I like the idea of my child participating in a summer school reading program by school

	Strongly agree		Agree		Neutral/ Unsure		Disagree		Strongly disagree	
	N	%	N	%	N	%	N	%	N	%
Anderson/Pennell	112	53.6	41	19.6	47	22.5	7	3.3	2	1.0
Arctic Light	72	52.2	26	18.8	28	20.3	11	8.0	1	0.7
Barnette	64	62.7	16	15.7	18	17.6	2	2.0	2	2.0
Hunter	59	47.2	24	19.2	28	22.4	13	10.4	1	0.8
Total	307	53.5	107	18.6	121	21.1	33	5.7	6	1.0

Table 34
It is a good idea for the school to call my home to check on my child's absence from school, by school

	Strongly agree		Agree		Neutral/ Unsure		Disagree		Strongly disagree	
	N	%	N	%	N	%	N	%	N	%
Anderson/Pennell	190	86.4	17	7.7	6	2.7	5	2.3	2	0.9
Arctic Light	123	86.6	13	9.2	4	2.8	0	0	2	1.4
Barnette	89	85.6	8	7.7	3	2.9	3	2.9	1	1.0
Hunter	98	73.7	21	15.8	5	3.8	3	2.3	6	4.5
Total	500	83.5	59	9.8	18	3.0	11	1.8	11	1.8

Table 35
The school should help families find dental and medical care, housing, or help from community agencies such as the Food Bank if needed, by school

	Strongly agree		Agree		Neutral/ Unsure		Disagree		Strongly disagree	
	N	%	N	%	N	%	N	%	N	%
Anderson/Pennell	60	27.5	56	25.7	58	26.6	22	10.1	22	10.1
Arctic Light	58	40.8	27	19.0	35	24.6	12	8.5	10	7.0
Barnette	48	46.2	17	16.3	25	24.0	5	4.8	9	8.7
Hunter	44	33.6	36	27.5	23	17.6	11	8.4	17	13.0
Total	210	35.3	136	22.9	141	23.7	50	8.4	58	9.7

Table 36
I enjoy attending activities at the school by school

	Strongly agree		Agree		Neutral/ Unsure		Disagree		Strongly disagree	
	N	%	N	%	N	%	N	%	N	%
Anderson/Pennell	131	60.4	53	24.4	29	13.4	1	0.5	3	1.4
Arctic Light	74	52.1	46	32.4	18	12.7	4	2.8	0	0
Barnette	68	64.8	17	16.2	18	17.1	0	0	2	1.9
Hunter	63	49.2	34	26.6	28	21.9	2	1.6	1	0.8
Total	336	56.8	150	25.3	93	15.7	7	1.2	6	1.0

Table 37
I would be interested in having the school offer English classes or GED instruction for adults, by school

	Strongly agree		Agree		Neutral/ Unsure		Disagree		Strongly disagree	
	N	%	N	%	N	%	N	%	N	%
Anderson/Pennell	49	22.8	36	16.7	118	54.9	3	1.4	9	4.2
Arctic Light	47	33.1	17	12.0	68	47.9	4	2.8	6	4.2
Barnette	29	28.7	19	18.8	44	43.6	3	3.0	6	5.9
Hunter	31	23.8	38	29.2	45	34.6	6	4.6	10	7.7
Total	156	26.5	110	18.7	275	46.8	16	2.7	31	5.3

Success For All
Parent Survey

Your child recently attended a school with a *Success for All* program. The Fairbanks North Star Borough School District would like to hear your thoughts about the program in order to identify those areas that parents are happy with at their school as well as those areas that could use improvement. Thank you for taking the time to complete this parent survey. Your opinions are very important to us.

Please place a check mark next to the *Success For All* school or schools your children attended last year (1995-96 school year):

_____ Arctic Light _____Barnette _____Hunter _____Anderson/Pennell

Please circle the grade levels of your child(ren) during the 1995-96 school year:

K 1 2 3 4 5 6

Thinking about the past school year, please indicate the extent to which you agree or disagree with each statement.

	Strongly agree	Somewhat agree	Neutral/ Unsure	Somewhat disagree	Strongly disagree
I am pleased with my child's success in reading.					
My child's school attendance has improved this year.					
My child has a positive attitude about school.					
My child's attitude about reading for pleasure has improved this year.					
My child's teacher is concerned about my child's needs.					
I am pleased with the number of opportunities to be involved in making decisions about my child's education.					
I am pleased with the effort made by the school to inform parents about school events (such as newsletters and coffee time).					
I am pleased that the school encouraged us to read to or listen to our child read each night.					

	Strongly agree	Somewhat agree	Neutral/ Unsure	Somewhat disagree	Strongly disagree
I am pleased with the idea of home visits from my child's teacher before school starts next year, so that I can learn more about the reading program and discuss my child's needs.					
I enjoy being asked to volunteer in the school or in my child's class.					
I like the idea of my child participating in a summer school reading program.					
It is a good idea for the school to call my home to check on my child's absence from school.					
The school should help families find dental and medical care, housing, or help from community agencies such as the Food Bank, if needed.					
I enjoy attending activities at the school such as family math, science, or "book fun" nights.					
I would be interested in having the school offer English classes or GED instruction for adults.					

What did you like most about the *Success For All* program this past school year?

What did you like the least about the program, and why?

Please feel free to add any comments about *Success For All* program.

Remember to return your raffle ticket in the envelope along with the survey. Thanks!

Appendix C

Comments from Parent Surveys
Success For All Schools
June, 1996

Comments from Parent Surveys
***Success For All* Schools**
June 1996

Parents were asked to indicate the grade level(s) of their children on the survey. The grade level(s) appears in parantheses after each comment.

HUNTER

What did you like most about the Success For All program?

It encouraged my son to be creative with his book reports. (5)

Because it was required for home work, my daughter was more serious about her reading. (3)

The parents are involved. (K)

It helped children develop a positive outlook. (6)

It encouraged my child to read and comprehend what they're reading. (4)

The fact it is a learning program they remember. (?)

The parents were kept informed. (5)

The fact it is a learning program they remember.

It was a good concept, but I don't feel the teachers knew what to do. (6)

I like the reading program. (6)

Reading-quiet time. (K, 6)

I liked the nightly reading. My daughter liked the variety of teachers+ their teaching styles. (3)

Reading is of basic importance- learning to read well will open more doors to learning. (1)

Reading is one of the most important basic. When one learns to read, one can do anything. (4)

The emphasis on reading. (4)

I think it really helps them get into and read a lot more. (5)

The reading program. (4)

It encouraged my children not only to read but to comprehend what they're reading. (4)

It increased her learning ability to comprehend enough information to solve bigger problems she'll be facing in junior high. (6)

It made my daughter stop and listen to what she has read! She also discovered how much she was missing by skipping pages or certain words. (3)

I am pleased with my child's attitude toward school, but I don't know if it's a result of the SFA program or not. (3)

The completion of the *Success For All* and successfulness. (4)

That the students were getting some kind of reading class every day! (6)

The kids being in groups that matched their abilities and skills, groups that challenged them. (2)

Kids were separated from the large classroom so a different teacher could focus in on smaller group with better ratio. (K)

That it encouraged going beyond "just reading", to comprehending and applying what was read. (4)

It made him read and then he enjoyed it! Also I liked the two reports that were assigned to get him ready for harder grades. (4)

The ability to compartmentalize children by reading skill levels. (2)

My son's reading progress improved greatly although I think his attitude also did because he had a wonderful teacher. (2)

The speed he learned to read at nightly homework- it helps to set a good example. The fun he had learning. (1)

The positive attitude in reading. (3)

The stories they tell. (6)

The reading helped my child. (6)

They had many activities. (4)

The positive attitude in my child regarding reading. (6)

Read and respond. (4)

The title itself seems to show importance for each individual. (5)

The opportunity for my child to begin and start reading and writing better than he has in the past. (4)

My kids are doing a lot more independent reading and writing their own stories. (1)

That the child can progress at their own pace and are not held back if they advance. (2)

The reading books -- different levels of difficulty. (2)

My daughter really didn't show interest in reading before but afterward she took right to it. (3)

The smaller group size for reading groups- more attention from teachers this way with less goofing around for children. (6)

It brought out the potential in the students to read and encouragement to achieve more learning. (3)

The fact that it took the kids out of their grade/class and put them with others more at their level as far as reading went! So they didn't feel so below or above in their grade/class. (2, 4)

The fact that they read stuff that they hadn't read before and it was enjoyable. This helped them want to read because they wanted to, not only because they had to. (2, 4)

The fact that the children felt they really had a part in it and my child never wanted to miss school or be late because she wanted to get reading again. (6)

Emphasis on the importance of enabling children to read at or above their grade level. (4)

My son was in IEP and dropped but is still behind in reading which is affecting his other school work. But we are hopeful this will change this year and this program has a lot to do with his catching up. (K, 4)

The smaller group size. More teacher attention, less group distractions among students. My son loved his reading teacher. The team reading was a plus. My son loves to read and I will find him in various places of the house reading. (4)

That it gave the children an opportunity to achieve the potential that they have and give them confidence. (6)

It gave the kids an opportunity to seek help if they were behind on certain things more than others. The program taught them to have confidence in what they were learning and understanding that they can make a difference, according to their behavior. (5)

Apparent interest in each student where he or she is at. (1)

The encouragement the kids received. (1)

The encouragement for the kids in reading. (6)

The encouragement the kids received was great. (4)

My children can read better. (2)

My son learned to read more. (K)

Made my son read more. He doesn't do a whole lot in his spare time. (6)

It encouraged my son to read. It is not something he likes doing on his own. (4)

My son loves to read and it gave him the opportunity to read more and made him write more. (2)

The fact that they could read anything they chose to read. (3)

I feel it offers opportunities for all members of any family to reach future goals and help families in different situations. (5)

I like the reading comprehension my child received and her appreciation for reading aloud. (4)

It gave my child a positive attitude about his reading habits. (5)

I was pleased that my daughter was able to work on spelling and writing. My daughter was thrilled with school and our goal is to keep the enjoyment drive in her. (1)

It helped my son improve in his reading. (K)

My students really enjoyed reading. (4)

Learning to read.

I feel that kids would not have read otherwise. (2)

Her learning to read and use better language.

Teaching children to improve reading. (6)

He has improved in his reading. (6)

The 20 minutes reading at home. (5, 6)

My children are reading better and have improved a lot. (3)

My daughter reads a lot more and much better. (4)

What did you like least about the SFA program?

Hunter

Too much reading, not enough field trips, fun activities, like programs for the students such as music groups performing, small shows with animals, pets from pet shops, etc.

Too much every day! Need more fun activities! (3)

Too much homework. (6)

Reading - quiet time. (K, 6)

Papers to fill out. (6)

It is a bit repetitive.

Necessity for reading program to be elsewhere than home room. (4)

It took a lot of time from the teachers' daily activities. Teachers seemed stressed and a little edgy. (6)

Sometimes there wasn't enough time or energy to get him to read. (4)

Not challenging enough for my child. I feel this bled over to other subjects though. (2)

Nothing yet . Although some families may find the required reading a burden. I was glad to be encouraged to do this. (2)

Hearing other children got yelled at to "shut your mouth." (3)

It went on all year round. (6)

The time is too long like from the beginning of the year to the end. (2)

Mandatory reading seemed a little too regimented. (5)

Lack of books and unorganized program. Why? It slowed my sons progress. We both got bored reading the same book over and over if no new books were available. (2)

That it took so much of the day and there were other subjects that needed more attention other than reading. (6)

The amount of time it took from their class time, but I understand why. My older child is a great reader and doesn't need all that help, but my youngest child needs all the help she can get. (2, 4)

Sometimes the choice of books, but that wasn't a problem. There wasn't too much I didn't like. (2, 4)

My son was one of the lost ones. He was a 6th grader with 2nd grade skills. His writing skills were improved. He was set up to fail the junior high. He can't take notes. When asking for help all they did was lower his IEP grade level. Now it's up to me and I don't know where to turn. (6)

The program took a lot of time to implement but I think that the results will be more than worth the effort. (1)

I feel the writing component is weak. I saw very few papers or projects that my daughter completed. (3)

Implementation of the *Success for All* reading program is very time consuming, but I feel that the benefits are wonderful. (4)

Having to fill out the papers each night! I do enough paper work at work and at my business. I really don't have the patience for much after that each day. (3)

I think it seems to be encouraging them to read. (K,4)

Other subjects need more time as well. (4)

Mandatory reading could have more of an incentive to comply. (4)

A little too regimented. In reading only one story per week, kids got bored. Later they went to two per week and it was much better. Due to the non-flexibility of the morning time frame, I understand kids missed out in older grades and couldn't go on field trips as in the past. Exceptions should be made to make up reading later that day perhaps to allow for field trips. Lack of space for adequate, quiet, focused reading groups- why were some held in the gym?! A classroom setting would be much more appropriate! (4)

I believe parents should be encouraged to come and visit and to observe instead of just always being asked to come and help a classroom or help during lunch. The parents want to know how a teacher interacts and instructs the kids. "Parents Day" would be nice!! (K)

It was at the beginning of the day and if they were late, they missed out on SFA. (K, 2, 4, 6)

Every week night, every week. He occasionally got "burned- out"- would prefer to skip a week now and then. Even I don't read every day. (3)

I can't put my finger on any negative aspects of this program. Keep new suggestions an option. (5)

Homework. (4, 5)

Not enough one on one explaining. (2)

The paper work that was sent home was never really explained and my daughter received lower grades for not having every space filled. It took the first quarter to get any real information on how to enhance the program at home. I felt my daughters grades were based on **our** participation. (1)

Having to do it every night, especially when you have two or three other children who have homework. (6)

After working all day, sometimes it was hard to find the time to listen to her reading. (4)

Have a Success For All night for parents one or two nights a month so we can better help our children know what the teacher is looking for.

BARNETTE

What did you like most about the SFA program?

My child's attitude. (5)

It was very good. (6)

The stories were interesting! (2)

Letting the children take their time and not rush through the reading lessons.

I am unaware about this program. (K)

I think it was a very good program. (2)

Don't remember hearing about it. (3)

I like the fact that reading is encouraged so much. (3, 5, 6)

They seemed concerned about the students. (6)

I liked everything. This program really helped my son. (2)

Everything. (4)

I think it was a great program. (1)

Hands on, fun activities. (4)

The children advanced at their own speed. (K)

Don't remember hearing about it. (4)

It helped my child with confidence in reading. (1)

The way it helped my child. (3)

Emphasis on building skills. (5)

The improvements my child made throughout the year. And the smile on her face when she read a book to me. (1)

The reading classes and the help of one of the employees was great for my child. She learned how to read and enjoyed it, and so did I as a parent. (1)

The length of time allotted for reading each day. Dividing the students by reading ability and not just grade level. (1, 3)

The days I was invited to come participate in the library activities where there would be crafts and stories. (K)

The mandatory homework reading. It provided the opportunity for establishing a daily reading period. (K)

Success for All has definitely helped my son's reading skills. He is willing to put forth more effort in order to further improve. (3)

I believe that my children had very good teachers. That's where the success starts. (K, 1, 5, 6)

The books were very easy to follow and exciting for the kids to read. The idea of sending books home with a parent checklist is a terrific idea. It gives parents an opportunity to observe their children's success. (K)

My son's reading and comprehension of what he has read has improved somewhat. I have been having him read to me aloud for about 15-20 minutes every day. I do wish he enjoyed it more. (4)

Repetition and consistency of program. Allowing parents the opportunity to participate and get involved in the reading environment and class activities. (1)

The types of stories the children read as well as the activities that came with each book. (2)

It made reading more fun rather than like work. (3)

I like the reading books that were given to my child every day. (K)

The way everything was put together and talked about. It was not just reading a book. (1, 4)

The kids had a color goal for the books they read. Bringing home the books so I could see how my son is progressing. (1)

The thing that I liked most about the program was that my son was interested in entering the "book challenge." (4)

The comprehensive approach to reading, writing, comprehension and spelling were integrated. (2)

Because it encouraged my child to read more for pleasure. She has improved a great deal in reading, but Mr. Pile has always been involved in fun activities so the kids will read more. (5)

My child's reading has really improved with this program. (4)

My child's reading improved 100%. (1)

I really don't know. The program was never explained to me. (5)

GREAT- very good! (K, 1, 4, 5)

It was very educational and informing. (K, 1, 4, 5)

The focus on reading. (2, 6)

Reading program. (K, 1, 4, 5)

The effort used to get parents involved in their children's education. (4)

That it really stressed parent-child involvement. (K)

That the kids were placed in a classroom setting based on their skills and abilities - their reading level. My daughter's teacher was wonderful. She went the extra mile. (3)

I hope this program keeps moving forward. It certainly was a success for our daughter. She now enjoys reading. Thanks for the questionnaire.(3)

What did you like least about the SFA program?

Sometimes the seating of tables with other kids in class - some of the kids are very chatty which distracts other kids from learning. Sometimes lack of energy in teaching. Have only seen this a couple of times. (3)

The class size bothers me. (K, 1, 5, 6)

There's not much I can say I didn't like. The whole program is wonderful. (1)

It was the same format, treasure hunts, etc. Not enough variety for top students. (5)

All of it was great. (1)

I enjoyed everything. (2)

Calling my home.

The freedom that the fourth graders had during the reading period.

I didn't feel reading was stressed enough. From Barnette there were only two or three sixth graders that represented the sixth grade classes for the Battle of the Books. Kids weren't encouraged to read newspapers, which is important. It wasn't an exciting or fun thing for kids to do. If you read, you were nerdy. Kids need to be challenged. (6)

My child often complained about her reading "partner." She often had to take time from her reading time to assist her partner. (2)

My son was required to read for ½ hour every school night as a homework assignment. He got burned out on it and started to view reading as a task and no longer a pleasurable experience. I think that requiring children in the second grade to read nightly is having an adverse effect on some children. (2)

That my son would pick out a book to bring home. Why? Because he would bring the same book a lot of the time and after a while he would memorize, not read. (1)

Movement of my child from one reading group to another group without notification to parents. Lack of explanation of why the student was being moved. Asked daughter about movement and she did not understand justification of that movement. (1)

Structure rigidity, monotonous reading over and over until mastery is achieved. Kids hated the book by the time they mastered it. (2)

I did not like it. My son was reading before this program, so it was somewhat boring for him. (6)

The children found it hard to do homework, extra activities, and the required reading every night. (3, 5, 6)

The standard for evaluating reading level is inconsistent with standardized tests. My daughter was placed in a "below level" class and remained there while her CAT scores showed her in the 99th percentile for vocabulary and word use. Somebody's test instruments are wrong!! (5)

I didn't often see written assignments. My child was reading well beyond her grade level but the writing skills were not as mature. When I questioned the teacher it was said that no additional writing practice was needed, that she would catch up. I am concerned about this coming year. (K)

There may be a possibility that the program has taken too much time away from other subjects at school, giving my son not enough time to complete his written assignments. (Often he comes home with assignments not even started!) At the grade school level I feel the bulk of the work should be done at school. It's hard for working parents (and kids) to have to deal with more than ½ hour to 45 minutes of homework at the end of a long day. (4)

Phonics need to be used more and the broken down time of 2-5 minutes is too confusing for the child to focus. Should be reading different books every day. The kids got too bored with what they were doing and were sometimes feeling like (DUH!) because the same material is being repeated. They need to have something new and exciting to look forward to! (2, 6)

Reading class - all kids should be at the same level in the same grade. I know it's harder on the teacher, but in the long run, it's better for the student. (4)

There was nothing I didn't like except not having enough time to help at school. (4)

I have nothing bad to say. I wish I had more time around my work hours to read with my children. (1)

ARCTIC LIGHT

What did you like most about the SFA program?

It got my sons to read and enjoy doing it. (K, 2)

The speech program gave my child more confidence in talking and trying to sound out words we do not understand. (K)

I really don't know much about the program. (K)

I really don't know much about this program. (2)

Positive reinforcement for the children, by the teachers. (K)

Amount of time allowed for reading. (K)

I don't believe my son was in this program since he was in preschool class. But it sounds like a good program. I answered what I could on the questionnaire. (Pre- school)

It got my sons to read and they enjoyed doing it. (K, 2)

I like the encouragement about reading. I think involving us in that is also better for our children. (K)

All the subjects I'm inclined to for the sake of our children. (K)

The reading program. (6)

The way they grouped the kids into reading groups, according to the ability they read. Not as much pressure on the child. (3)

The kindergarten program was great. I was overall pleased. (K)

Not sure of the program. (K)

The reading program is really good. (2)

The one thing that I like most about *Success For All* was the reading program. (2)

It helped in stuff when she needed it. (4)

The encouragement the children get to read. (2)

That they helped my son when his other schools really didn't. (5)

That it encourages families to read together. (K)

At Arctic Light the staff are great. I love how the teachers seem to care about every child. The reading program with the different companies such as Subway are great in getting the kids attention. (3)

The advanced reading programs. The encouragement of reading. Activities that the children could be proud of like science fair, etc. (K, 6)

It helped my daughter learn more about responsibilities and how important school is, especially reading. (2)

It emphasized the basics so my son was able to pick it up and run with. (1)

The science fair and the visits to my child's class to explore different aspects of her personality. (K)

Nothing. My child tested low (or average, I'm a teacher). She was never moved up or changed from her group. Her teacher for *Success for All* was poor. (4)

The teachers made sure that the children read every day for at least 20 minutes a day at home. (3, 5, 6)

I enjoyed the fact that the age appropriate books were read by the teachers and students. This led to my son seeking out authors at the library he might not have otherwise discovered. (4)

The program is wonderful but more importantly it takes an excellent all around teacher to provide encouragement and ensure his or her dedication to her program. My son's first grade teacher did more than planting a seed, she watered the seed daily and provided a positive ray of sun light to me as well when some days looked gloomy. This teacher deserved the teacher of the year award! We feel honored to have had her teach our son for even one year of his education! She is definitely AMONG THE BEST! [Teacher name] deserves a gold medal! I hope our daughter gets her for a teacher. (1)

All I saw were four books. (K)

That's my son's weakest subject, but Arctic Light has really helped him in his reading ability. (2)

I was very pleased with the computers and how much my son learned from them and about them. (K)

The teachers really take the time to sit down with the parents and children if they're in need of special attention. (K)

Reading and the parent involvement. (3, 7)

The amount of time the school allowed for reading time. (1)

Inside school activities. (5)

For the most part it was fine, although some teachers didn't show much effort. (1)

Reading homework. (3)

The reading teachers were instrumental in emphasizing the importance of reading. (3)

I liked it all. (2, 7)

I liked the teachers' concern for their students. (3)

It improved their vocabulary. (1, 5)

It helped my children build up their strengths in vocabulary and reading. (1, 5)

Encouraging my sons to read, read, read. (3, 5)

I don't really understand it. (3)

It has really helped my child to enjoy reading. (1)

My child read like a champ. He took books on vacation to read on the plane. (4)

In some areas it challenged my child to excel or try harder. (4)

It gave the children enough time to work at reading without rushing them. (3)

My son took off with this program! He really enjoys reading and can't get enough of it! It always makes him feel great when he moves up to the next group. (2)

That there are several different groups and your child is in a group with kids at the same reading level so there's no embarrassing moments. (1)

The emphasis that was placed on the children to read both at school and at home. The kids knew that reading was important and enjoyed the reading for the most part. (1)

I liked that the teachers of my child moved him higher to give a challenge to his reading. (1)

The effort put forth by [Teacher name] and the staff. My son loves to read now. (3)

The emphasis on reading at home! Need to keep pushing for that! (4)

What did you like least about the SFA program?

Copy paper intensive! Rigid program structure should allow for more creativity and flexibility on the part of the teacher. SFA appears to be a successful reading system for reading progress - but is it truly successful at improving reading performance? Do the teachers support the program? (4)

Make sure the children are reading at their age group of books. I saw some "chapter readers" with picture books - just to receive the Subway coupon. (3)

I don't know much about this program. (K)

More should be placed on getting the child up to reading level. (2)

Phonics- it's a questionable method for teaching beginners. (K)

I really had no dislikes about the program - it was very helpful. (3)

Kindergarten reading was not encouraged. (K)

I am really concerned about the conduct of some children. I think the school needs to have more control over that. (K)

In parent-teacher conferences, all my information was second hand via the classroom teacher. (1)

Nothing came home, except "slips" to record personal reading. I liked [Teacher name]'s "goals" of recording minutes read. (4)

The fact is that not once during a parent-teacher conference was I able to speak with my son's reading teacher. All my information was second hand unless I took the extra steps to arrange an appointment with his reading teacher. (1)

Nothing was wrong with the program. I like it. (2)

There was not enough encouragement in math. I noticed my straight "A" student had some problems in math. (K, 6)

I really don't have a good understanding about the small groups the kids are broken into. It should be better explained. (3)

My son's reading progress proved to be an inspiration to the entire family, though the nightly reading became monotonous. My son's knowledge jumped leaps and bounds ahead. I cried the day he brought his first book home to read. (1)

Wasn't here long enough. (5)

The books seem boring, no color. They should have more interesting subjects. (K, 1)

The program is great. (4)

I don't understand it. (3)

The placement test was not accurate. (3, 5)

I thought having to write about the book you read each night, plus a weekly book report, was too much. (2)

Interference between regular teacher's and reading teacher's homework. (3)

It can be discouraging for some children in earning prizes. I feel all should earn something for at least turning in the work. (2)

My daughter's teacher didn't make any effort to teach my child the alphabet or work on any reading! I have concerns that my daughter might have problems in the first grade in reading. She still can't recognize all the alphabet. (K)

Sometimes reading teacher's homework conflicted with the student's regular teacher. (1)

Need to inform the student and the parent before moving them from class to class to prepare children who do not adapt well. (1)

It seems math and science need to be viewed as more important: more science fairs, more word problems for math which will help students understand what they read in situations. (4)

It seems like rather than actually reading, it's memorization, and the success is based on the child's ability to memorize. My child would recognize some of the words right away and others were really hard to remember for him and he had no clue how to sound things out with confidence. (1)

ANDERSON

What did you like most about the SFA program?

It helped my child catch up with the children his own age. (1)

The progress made by most children. (1)

One on one tutoring for the children. (2)

The encouragement the children received.

My son really enjoyed reading the books they read in their class. (3)

My child learned how to read in a short period at a time. (1, 3)

My child's attitude about going to school and doing her homework. (K)

Didn't know you had it last year. (2)

I was totally unaware of the program. (3)

It helped my son to get interested in reading and made it fun for him and me! (3)

The variety of activities offered with the program. (K, 2, 3)

Reading was integrated into all subjects. (2, 3)

I liked the emphasis that is put on reading. I liked knowing where my child stood, with other children his age. (1)

Very helpful. (3)

It was a great program overall. (1)

The students were grouped together by reading level. (1)

I enjoyed the chance to participate in my child's class. We really had a lot of fun. (2)

Putting my child in a reading class at his reading level by testing him first! He actually learned and I could see the reading difference from the program. (3)

The daily interaction in classes at specific levels of reading. My daughter's interest in reading seemed to grow as she realized she could do it! I like the smaller group size, also. (1)

I like separating the children into the group where they best belong- with equal peers, etc. (K, 3)

We just got in the school year and no one explained the program, so I don't know a lot about it. (1)

We got here in February so I really don't know much about it. But my child got into reading. He loves to read. (2)

Glad the reading program has begun in grade K as it has in most of the lower 48. (K)

My child attended the last four weeks of Anderson/Pennell. I'm not sure what the *Success for All* program is. (K)

My child seemed to make progress in her reading skills and I was happy for that as a parent. But reading is so much more than the words. (1)

The fact that this is based on reading ability as opposed to ages as before. He improved much more this year than before. (3)

My son was somewhat shy at the get go, but as the program went on, he came out of his shell. He has learned self confidence. (K)

My daughter loves to read! Reading is what she likes to do. (3)

Success for All was part of every day, and with that the children knew that reading was going to be part of the daily schedule. Consistency — I like that. (2)

The books looked appealing and were at the aptitude level of my first grader. Also they gave a positive, upbeat message about life. It "involved" the parents as it must. (1)

I feel that it helped my son a lot and he enjoyed bringing the books home to read. We both benefitted from it. (K)

My son was encouraged to read often and ended the school year with a love of reading and going to school. (1)

I feel that my child's reading is on level and his attitude is positive toward school. He enjoys reading at school and at home. (4)

I attended one of the groups my child was in. The kids had fun - so did I! My child has grown tremendously this past year. (1)

I like the program's flexibility and continuity regardless of class level. My son, although he will repeat first grade, will continue in *SFA* without interruption. (1)

That the kids are grouped by ability instead of age or grade in school. (1)

My daughter was really concerned that she could not read when she started the first grade, but by the end of the school year she was an excellent reader. I feel the *Success For All* program is wonderful for children just starting to read. (1)

The positive attitude towards reading. (3)

That it is a complete, ongoing program. (K)

My child reading at night to her father and I. She also learned a lot about not being afraid to read stuff. (2)

It really helped improve their level and speed of reading. (2, 3)

My son is doing very well in school and we are pleased with his progress. (2)

My child became a good reader quickly and then just kept on improving. He had a very positive *Success For All* teacher that kept him wanting to learn more. (2)

My eager child was very motivated to learn to read. She was encouraged every step of the way and thoroughly impresses people with the knowledge acquired in school. (K)

My daughter's attitude toward reading has given her more confidence. (2)

How it stressed the importance of comprehension and vocabulary. (2)

It was tailored to my child's ability and speed. (1)

Everything! Great job.

The program is fine. (K)

It was straightforward and greatly needed. (1)

I did not even know about the program. (2)

My son was interested. (3)

That it involved all ages. (K)

[Teacher name]'s dedication to his students. (K, 2)

It shows more concern for the child. (3)

How much my child is reading now. (1, 3)

The attention paid to reading skills.

I like the effort. (3)

The grouping of children by ability. (3)

It works on improving comprehension. (4)

My daughter is excited when she can read. (K)

Geared to reading level. (4)